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ABSTRACT

This guide is designed to lead program planners through the course of building and implementing a family literacy program. It provides planning teams with an orientation to a four-component model of family literacy, community resources, planning strategies, examples of programs in Missouri, recent research findings, case study vignettes, and checklists for designing quality programs that achieve their intended goals. The 11 chapters of the program are organized in four parts. Following a glossary, Part One provides a conceptual framework for family literacy programs, including background on family literacy, the Even Start family literacy program, and program planning. Part Two examines these four components of family literacy: adult literacy education, early childhood education, parenting education, and parent and child together time. Part Three offers ideas for program operation and evaluation, including how to establish a home base and a program evaluation process. Part Four contains a chapter listing resources for assistance with program components, related World Wide Web sites, Missouri organizations and foundations, and a list of 21 references. (KC)

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Show Me Family Literacy!

Jeri Levesque Karen Hinton

MISSOURI'S GUIDE

FOR ESTABLISHING FAMILY LITERACY PROGRAMS

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Show Me Family Literacy!

MISSOURI'S GUIDE

FOR ESTABLISHING FAMILY LITERACY PROGRAMS

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LIFT–Missouri 2001

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Preface

Literacy is critical to America's future. In order to meet the challenge of preserving our democratic nation we must pull together in the communities where we live and work to address the problems of low literacy, unemployment, and poverty. These problems are often passed from generation to generation, which creates a demand for local intervention efforts to strengthen the community's capacity to educate both children and their parents. According to Richard W. Riley, then U.S. Secretary of Education, "All across America, communities are pulling together to strengthen education. More and more parents, teachers, and community and business leaders are creating compacts to build and strengthen partnerships for improved student learning" (1999). At the core of these efforts are programs targeting the family as the key unit of promise for a literate nation.

Family literacy is a proactive educational reform strategy. Family literacy programs are based on the common sense notion that if a program provides good early childhood experiences coupled with solid research-based literacy instruction to children and their parents, participating families may liberate themselves from the intergenerational bonds of poverty and low educational achievement. Numerous models of family literacy emerged during the past decade and a half. Common to all are the interrelated goals of helping parents to become full partners in their children's education, assisting children in reaching their full potential as learners, and providing literacy instruction for their parents.

In its 1991 National Literacy Act, Congress defined literacy as:

> an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential.

Congress passed the National Literacy Act (P.L. 102-73) which amended the Even Start Family Literacy Program. According to this law, the purpose of the Even Start program is to:

> improve the educational opportunities of the nation's children and adults by integrating early childhood education and adult education for parents into a unified program. . . .The program shall be implemented through cooperative projects that build on existing community resources to create a new range of services. (P.L. 100-297, Sec. 1051).

Other national literacy initiatives such as the America Reads Challenge (Reading Excellence Act) pose a number of propositions about "learning to read" including the facts that:

- supporting language and reading activities in the early years is very important and will require substantial human resources (parents and volunteers),
- nurturing a child's interests and skills in using language and learning to read as early as possible is essential and America Reads recognizes the unique role that parents play in the early years, and
- initiating and maintaining reading and literacy experiences are critical and America Reads promotes the necessary community partnerships between schools, businesses, and professional organizations to support these experiences (NICHD, 1997).

Although no one contests the critical national importance of literacy, statistics demonstrate the extent of illiteracy as a national concern. This condition is best explained with a review of standards for literacy and estimates of literacy levels for adults in Missouri. The National Adult Literacy Survey (NALS) was commissioned by Congress in 1988 to produce a comprehensive, statistically-reliable source on literacy in the United States. The result was a synthetic estimate of adult literacy by state, county, and city throughout the United States. As the state of Missouri changes and the demands on individuals, families, and businesses increase, the definition of literacy also continues to evolve. While there is a history of local concern about inadequate literacy skills, the nature of the concerns is shifting. According to NALS:

> In the past, literacy was considered the ability to read and use printed materials at an extremely basic level. Today, adults need higher levels of basic skills to function effectively in many areas of their lives, and literacy is defined more broadly to include problem-solving and higher-level reasoning skills. Literacy is a range of tools that help people help themselves — and their children. It is not an end in itself, but a means to a better quality of life (State of Literacy in America, 1998. p.1).

NALS reflects this new concept of literacy. Rather than classifying individuals as either "literate" or "illiterate," NALS created three literacy scales: prose literacy, document literacy, and quantitative literacy. Each scale represents a different type of real-life literacy task. According to NALS, literacy tasks include:

- finding information in texts, such as newspaper articles,
- completing forms, such as a Social Security card application, and
- interpreting graphs and charts, such as a table of employee benefits.

NALS makes clear that literacy is not an "all or nothing" situation. It created a literacy continuum on which people may fall at different places for different kinds of skills. NALS divided the continuum into 5 levels, with Level 5 reflecting the highest skills and Level 1, the lowest. Although many Level 1 adults could perform many tasks involving simple texts and documents, all adults scoring at Level 1 displayed difficulty using certain reading, writing, and computational skills considered essential for daily living. A Level 1 individual is able to sign one's name yet cannot locate eligibility from a table of employee benefits. Concerning newspapers, a Level 1 reader is able to locate one but not two pieces of information in a sports article.

According to NALS, 17% of adults in Missouri score at Level 1. Community rates vary with ranges from a comfortable low of 9% to a disturbing high of 28% of the adults scoring at the first level. The problem is most severe in the City of St. Louis where two in every three adults scored at the lowest two levels of literacy proficiency.

How is the NALS data connected to statewide drop out rates? According to the 1999 KIDS COUNT data disseminated by the Annie E. Casey Foundation, Missouri continues to have a 12% statewide high school drop out rate, and 17% of children statewide continue to live in poverty. The NALS literacy estimate and census data underscore the cluster effects of extreme need for library and literacy services in Missouri. Simply stated, family literacy is a family-focused, sustained, and community-wide response that echoes the Annie E. Casey Foundation's call for investments that are "grounded in two essential ideas: that families matter and that neighborhoods matter."

Families are a vital support for children's and parents' learning. Family participation in reading activities provides valuable developmental experiences for growing children. Not only does family literacy develop children's interest in reading, children who are read to, told stories, and visit their local library may enter school better prepared to learn than other students. Family literacy also prepares parents to become actively involved in their children's education and in many cases this keeps children achieving their "personal bests," having solid attendance records, and staying in school.

During the five years between 1991 and 1996 the percentage of American children ages 3-5 who participated in various reading activities with a parent or family member increased. Data indicate that over 80 percent of families are reading together and telling stories every week. Children enrolled in some form of preprimary education such as a family literacy program are more likely to visit a public library. Nearly 80% of parents with GEDs are reading to their children and telling stories compared to just over half of the parents who dropped out (National Center for Educational Statistics, 1999).

Family literacy programs serve families who are most in need. In 1996-97, approximately 90% of Even Start families had incomes at or below the federal poverty level. Adults enter family literacy programs without a high school diploma, 45%of Even Start adults left high school in the ninth grade. Family literacy programs provide educational benefits for adults. According to national assessments, adults make moderate gains on measures of math and reading achievement. They also improve the literacy environments of their homes which in turn strengthens their young children's language development and school readiness (Educational Excellence Act for All Children, 1999).

To build on the success of Even Start and other family literacy programs, new projects should strive to provide high-quality instructional program for adults and children. Program planners should take into account a review of the best available research on preventing reading difficulties and promoting language development in young children. They need to consider the life roles played by adults. In addition to being learners they must also function as family members,

employees, and civic participants. This calls for program designs that specify the quality, intensity, frequency of instruction, and the extent and duration of services. This charge mandates well-trained staff members with strong qualifications as educators and child care-givers. Programs have to attract, educate, and retain families long enough to ensure that parents' self-identified goals are achieved.

And finally, when planning a new program, planners must focus on continuous improvement by incorporating collaborative models of program evaluation into its model of informed decision making. Each program must verify its effort and achievement toward meeting high educational standards for children and adults. Clear indicators of program performance are essential for strengthening programs as well as garnering and keeping local, state, and national resources.

Show Me Family Literacy! is a user-friendly guide designed to navigate program planners through the course of building and implementing a family literacy program. It provides planning teams with an orientation to a four-component model of family literacy, community resources, planning strategies, examples of programs in Missouri, recent research findings, case study vignettes, and checklists for designing quality programs that achieve their intended goals.

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Show Me Family Literacy! Missouri's Guide for Establishing Family Literacy Programs, by Jeri Levesque and Karen Hinton, was produced by LIFT–Missouri and funded through a federal statewide Even Start Family Literacy Initiative Grant (U.S. Department of Education).

Jeri Levesque, Associate Professor in the School of Education at Webster University, and Programs Evaluator for LIFT–Missouri, has authored, directed, and/or evaluated more than 15 different federal, state, and privately-funded literacy projects. She designed and directed a successful three-year service learning program sponsored by the U.S. Department of Health and Human Services–Corporation for National Service. She has served as a local Even Start evaluator and is currently coordinating Even Start program evaluation for the Department of Elementary and Secondary Education (DESE). Dr. Levesque wrote the Missouri Reads Pilot Guide for Tutors (1998) and holds a doctoral degree in Educational Leadership from the University of Missouri–St. Louis.

Karen Hinton served as the Supervisor of Federal Program Assistance for DESE and was State Program Officer for Even Start Family Literacy Programs. Ms. Hinton recently left this position when she moved with her family to Chillicothe in northwest Missouri. Ms. Hinton provided technical assistance and monitored nine Even Start programs in Missouri. She holds a B.S. and Master of Arts in Human Development and Family Studies from the University of Missouri–Columbia.

LIFT–Missouri: Missouri's Literacy Resource Center improves Missouri's response to literacy-related problems by:

- providing quality training and on-site technical assistance for educators,
- providing accessible resources for teachers, tutors, and program administrators,
- integrating web-based technology into adult education and literacy,
- establishing effective collaborations among literacy providers, supporting agencies, and the business community,
- providing a statewide toll-free "Literacy Line" for inquiries and student and volunteer referral,
- maintaining a database of statewide literacy providers,
- utilizing academic expertise and research to improve program effectiveness, and
- coordinating state and federal grant programs which support literacy.

LIFT leads Missouri's collaborative efforts to implement and sustain quality family literacy programs. Family literacy programs bring together low-literate adults and their children for a family-focused educational experience with support services designed to break the cycle of poverty and low literacy. Parents improve their academic skills while their children build a solid foundation for learning in school. Family literacy gives parents the skills and knowledge to become more self-sufficient, as many transfer from welfare to work.

Missouri Family Literacy Initiative (MOFLI) is a three-year (1999-2001) U.S. Department of Education, Even Start Statewide Even Start Family Initiative project. During the project a formal collaboration was established to work toward two major goals:

- to develop Even Start family literacy programs that can be supported and sustained by state and local resources and
- to institutionalize in Missouri a statewide support system for family literacy programs.

During the first year of the project (1999), the collaborating partners, including:

- Robert Bartman, Commissioner of Education;
- Rebecca Cook, Secretary of State; and
- Gary Stangler, Director of Social Services

and other key state agencies and organizations planned a system for developing, supporting, and sustaining family literacy programs in Missouri. They hosted a Family Literacy Summit in March of 1999 to introduce the Family Literacy Initiative. In addition to top-level state agency officials, MOFLI includes the state literacy resource center, volunteer tutor organizations, and AmeriCorps VISTA workers in the America Reads Challenge.

During the subsequent years of the project, six to twelve model family literacy programs will be implemented — some at existing sites and some at new sites. In developing these programs, the collaborating partners of MOFLI will focus resources and expertise on the parents' role in their young children's emerging literacy. The MOFLI consortium will also develop a specific role for volunteers engaged in the Reading Excellence Act for participating in family literacy programs. LIFT–Missouri will provide program staff with appropriate training and technical assistance.

Working closely with external professional and resource agencies and organizations such as the

- National Center for Family Literacy, National Institute for Literacy,
- National Even Start Association,
- National Center for the Study of Adult Learning and Literacy, and
- the U.S. Department of Education,

the MOFLI consortium is committed to:

- establishing the Missouri Even Start Statewide Family Literacy Collaboration to coordinate and integrate existing federal, state, and local family literacy services and resources,
- managing the collaboration as an effective family literacy work group,

- building Missouri's capacity to implement quality and sustainable family literacy programs,
- evaluating the project's overall process and program implementation, and
- integrating family literacy within the range of state services offered to low-income, low-literate families in Missouri.

The collaborating partners in this project have demonstrated past success in operating literacy and adult education programs. These include:

- LIFT as the State Literacy Resource Center,
- the Department of Elementary and Secondary Education (Division of Adult Education, Even Start, Early Childhood Education, Parents as Teachers, Caring Communities, Title I, and Early Childhood Special Education),
- Parents as Teachers National Center, Inc.,
- Webster University School of Education,
- Head Start,
- Practical Parenting Partnerships,
- ParentLink,
- Missouri State Library,
- Department of Social Services, and
- the Department of Economic Development.

Family Literacy in Action: Future Plan for Evaluation

The next four-year evaluation process will focus its efforts toward follow-up data collected from classroom teachers assessing the academic success, social competence, and parent involvement of Even Start families whose children enter the public school system.

Recognizing the importance of high-quality parent-child interaction, the program will diligently assess this dimension of its comprehensive family literacy services in order to optimize services to individual families and provide fiscal accountability.

Several new services that are planned for the next four years may impact the evaluation plan. The on-site Full Start program (Head Start), the Laubach Literacy Tutoring Program, the AFDC volunteer requirement, and the Title I Summer Reading Program will each make positive contributions to the existing Even Start Services.

The evaluator will interview the families, the coordinator, and the partners to determine significant institutional changes needed to facilitate the successful implementation of the self-sufficiency plan. Appropriate documentation of program strengths and participant achievements will be shared with potential supporters.

Educational Consulting Associates. Della Lamb Community Center, Kansas City Missouri School District Even Start Family Literacy Program. Local Evaluation Summary, 1997-98

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Glossary of Acronyms

ABE	Adult Basic Education
AEL	Adult Education and Literacy
ART	Action Research Team
BTW	Beginning Teacher Workshop
CARE	Collaborative Action Research Evaluation
DESE	Department of Elementary and Secondary Education
ECDA	Early Childhood Development Act
EFF	Equipped for the Future
ESL	English as Second Language
ESPIRS	Even Start Program Information Reporting System
ETW	Experienced Teacher Workshop
GED	General Education Development (diploma)
ITW	Intermediate Teacher Workshop
JTPA	Job Training Partnership Act
LD	Learning Disabled
NAEYC	National Association for the Education of Young Children
MOFLI	Missouri Family Literacy Initiative
NCFL	National Center for Family Literacy
NIFL	National Institute for Literacy
PAT	Parents as Teachers
PPP	Practical Parenting Partnerships

PART ONE

A Conceptual Framework

CHAPTER 1 An Introduction to Family Literacy

2 Even Start Family Literacy Program

3 Planning a New Program

Challanges for a Literate Missouri

- 17% of adults in Missouri score in the lowest level of literacy and face life with few options.
- Nearly half of all adults in the lowest two levels of literacy live in poverty, and nearly 50 percent of adults on welfare do not have a high school diploma or GED.
- 950,000 Missourians age 16 and older (28%) do not have a high school diploma.
- Children's literacy levels are strongly linked to the educational level of their parents, especially their mothers.
- Children of parents who drop out of school are 6 times more likely to drop out than children of parents who finish school.
- There are 29 births to teens age 15-19 each day in Missouri; 11 of these 29 never finish high school.

1 An Introduction to Family Literacy

Family literacy is a term often used to describe a wide array of programs involving family members and literacy activities. These range from a parent and child reading and discussing a story to a conventional program with many coordinated services serving adults and their children. Many organizations offer activities involving parents and children without realizing that they are involved in family literacy. For example, some health clinics utilize waiting rooms as a place to convey oral and printed information on nutrition, health, and hygiene for parents and their children. They may provide toys and books as incentives for engaging in story telling or book sharing. No two programs look alike. Family literacy takes place in libraries, community centers, workplace sites, and jails, as well as in school classrooms. A common denominator for all family literacy programs is the presence of intergenerational literacy activities.

The working term "family literacy" used in this *Guide* is based on the definition of the Adult Education and Family Literacy Act of 1998. According to this Act, a comprehensive family literacy program integrates:

- interactive literacy activities between parent and child,
- training in parenting activities,
- literacy training that leads to economic self-sufficiency, and
- age-appropriate education to prepare children for success in school and life experiences.

The theme of family literacy is to support parents as the first teachers of their children while at the same time working to advance adult learning and literacy abilities. Programs work with individuals as well as with the family unit. Family literacy programs provide developmental experiences for young children as well as parenting skills instruction for their parents. Intensive parental support typifies family literacy and this often changes patterns of family interaction. Some programs build parents' literacy skills and extend learning opportunities to include pre-employment and work readiness. Instructional approaches are modified

appropriately to respond to the variety of cultures within each program. Family literacy programs vary from one community to another as each program works to meet the educational, social, and economic needs of the participants and the community where they live and work.

Components of family literacy

The National Center for Family Literacy (NCFL) best describes the four components of a comprehensive family literacy program:

Adult education basic skills, including life skills instruction. Raising the education level of parents helps them gain the motivation, skills, and knowledge needed to become employed or to pursue further education or training.

Early childhood education. Increasing the developmental skills of children in a developmentally-appropriate setting better prepares them for academic and social success in school.

Parent groups for education and support. Providing parents with an opportunity to share their concerns with a trained instructor and/or their peers helps them learn new parenting strategies and provides support in their efforts to deal more effectively with day-to-day challenges.

Parent and Child Together Time. Providing role models and structured situations for positive Parent and Child Together time empowers parents in their roles as the primary teachers of their children. This also strengthens the learning relationship between parent and child and helps parents feel more comfortable in school settings.

The comprehensive approach of family literacy addresses the academic and non-academic needs of children and parents through adult and early childhood education services. Parenting issues and life skills are addressed by a parent group component. The fourth component, Parent and Child Time, helps strengthen the relationship between parent and child.

Comprehensive family literacy programs that want to ensure success of parents and children provide a holistic family-focused approach, targeting parents and children with intensive, frequent, and long-term education and family support services. Program quality is achieved by integrating the four components to form a unique, comprehensive approach to serve families.

Component integration

When components are properly integrated, the whole of the family literacy program becomes greater than the sum of the parts. For example, blending Adult Education curricula with Early Childhood Education, is a critical attribute of high quality family literacy programs. Teamwork and open, ongoing communication among staff members is essential for molding the four separate components into a comprehensive, family-focused service approach. The form on the following page was developed by a Missouri Even Start program to be used by staff members to help create and track integration of the component activities and curricula.

CURRICULUM INTEGRATION PLAN

Topic:_____ Week of:_____ Name:_____

	Goals and Objectives	Learning Experiences/ Teaching Methods	Resources Needed	Outcome Assessment
ABE				
Support Group				
Parent Education Parenting Group				
PACT/P.E. Infant/Crawler's				
Toddler's				
2's				
3-5's				
Early Childhood Infant/Crawler's				
Toddler's				
2's				
3-5's				

Source: Ferguson-Florissant Even Start

FACT Children's literacy levels are strongly linked to the educational level of their parents, especially their mothers.

The National Center for Family Literacy (NCFL) notes that high quality family literacy programs integrate activities in the following ways:

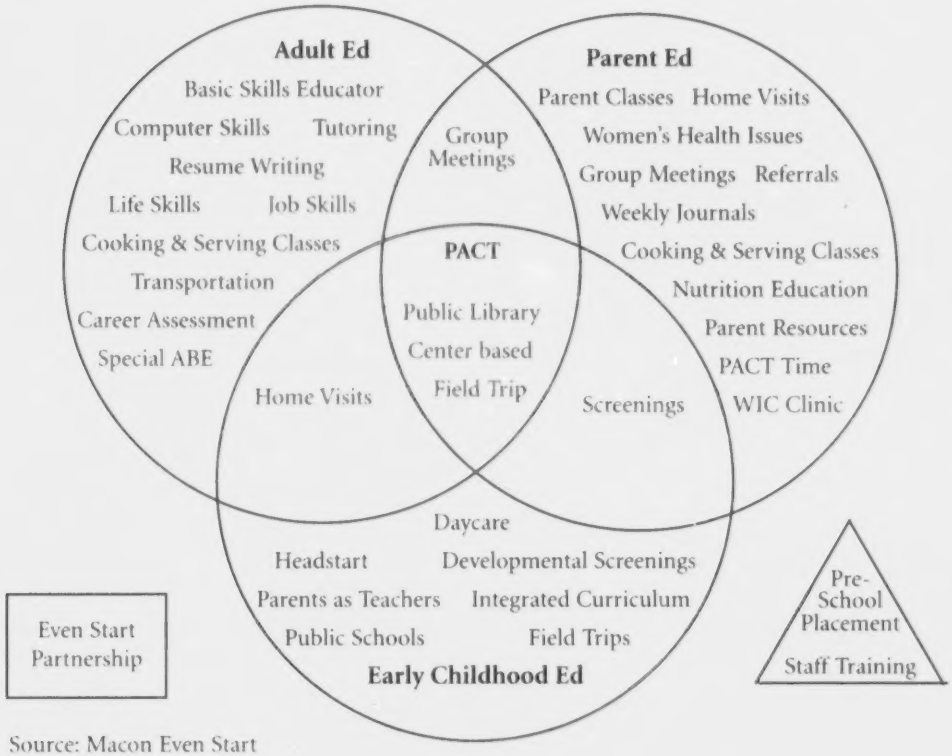
Parents and children support each other's learning and development within families.

Teachers and other staff members work together as a team, with the result that all the components of the program become integrated.

The activities of all four components complement and reinforce each other.

In order to bring together all the services — both education and other-than-education — that families require, the program collaborates with other community agencies and organizations to create a comprehensive, coordinated effort to assist and empower families.

Program integration can also be viewed as a schematic map. A local Missouri program illustrates this point below:



Source: Macon Even Start

Family literacy and the National Education Goals

The National Education Goals have stimulated numerous efforts to improve the quality of schooling. Family literacy programs are one means of achieving the National Education Goals. The relationship between the Goals' objectives and the four components of family literacy programs is shown in the following chart:

National Education Goal	Family Literacy's Support of the Goal
Goal 1: School Readiness. "All children in America will start school ready to learn."	Early Childhood Education, Parenting, and PACT components provide access to high-quality and developmentally-appropriate programs to prepare children for school.
Goal 2: School Completion. "The high school graduation rate will increase to at least 90 percent."	Adult Education component helps to meet the objective that 75 percent of students who drop out will successfully complete a high school degree or its equivalent.
Goal 3: Student Achievement and Citizenship. "All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy."	Adult Education and Parenting components move students toward stronger abilities to reason, solve problems, apply knowledge, and write and communicate effectively. The Adult Education component also works to orient adults to the diverse cultural heritage of America and to greater understanding of the world community.

continued on next page

By using a comprehensive and holistic approach to education, family literacy programs are making great strides in helping families break the cycle of low literacy, poverty, and homelessness.

National Education Goal	Family Literacy's Support of the Goal
Goal 4: Teacher Education and Professional Development "The nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century."	All family literacy teachers in Missouri have access to continuing professional development activities, many which are provided at no cost by LIFT-Missouri, Parents as Teachers (PAT), Adult Basic Education (ABE) and the Department of Elementary and Secondary Education (DESE). These opportunities provide teachers with additional knowledge and skills that are needed for teaching new subject matter and using new methods of teaching and assessment, and technologies. NCFL, National Even Start Association, PAT, LIFT-Missouri and the state each work to attract, recruit, prepare, retain and support the continued professional development of family literacy practitioners, administrators and related staff.
Goal 5: Mathematics and Science. "United States students will be first in the world in mathematics and science achievement."	Adult Education curricula addresses mathematics and science as core subjects associated with GED preparation.
Goal 6: Adult Literacy and Lifelong Learning. "Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."	Adult Education component of family literacy programs reflects a number of national objectives. These include opportunities for parents-as-workers to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets. Family literacy programs found at libraries and community centers are often designed to serve more effectively the needs of the growing number of part-time and mid-career students. Longitudinal studies of family literacy program effects indicate that the proportion of qualified adults from local communities, especially minorities, who transition from the family literacy program to college is increasing.

continued on next page

National Education Goal	Family Literacy's Support of the Goal
Goal 7: Safe, Disciplined, and Alcohol- and Drug-Free Schools "Every school in the United States will be free of drugs and violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning."	All components of family literacy engage parent, business, governmental, and community organizations to work together for protecting the rights of students to study and learn in a safe and secure environment. Family literacy programs are designed to provide a healthy environment and a safe haven for all children and their parents.
Goal 8: Parental Participation "Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children."	The Parenting component reflects local school and local educational agency partnerships that respond to the varying needs of parents and the home. Family literacy programs are powerful interventions for parents of children who are disadvantaged or bilingual, as well as parents of children with disabilities. Educating parents in family literacy programs helps to ensure that schools are adequately supported. Parents in these programs are better able to hold schools and teachers to high standards of accountability.

Source: In 1994 Congress enacted Goals 2000: Educate America Act to improve learning and teaching by providing a national framework for education reform. See the National Education Goals Report: Building a Nation of Learners (1997) for details of Missouri's progress at the state level.

FAMILY LITERACY IN ACTION

"When Robert was born, I was only 14 years old. I did not know how to be a parent. I was mainly interested in my friends and the things they were interested in. Now, I hate to be away from Robert. I think I am a very patient parent."

Michele, a teen-age parent, began participating in Even Start when her son was about three months old. Robert attended preschool while his mom attended high school. Michele earned high grades and graduated. She plans to attend college. When Michele earns her bachelor's degree, she will be a first-generation university graduate.

Independence School District Even Start Family Literacy Program 1998 Study

Collaboration

Collaboration is defined as a "mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals that could not be accomplished by any single entity".[1] Imagine two sets of eyes with one shared vision.

According to the NCFL, putting together a collaboration is just the first step for designing a quality family literacy program. To maintain successful collaboration, you need the following key elements:

- well-established, frequent communication among agencies,
- positive regard between agencies,
- membership that is strategic to the task,
- clear and well-defined mission statement, goals, objectives, and long-term strategies,
- members with well-defined roles who understand the parameters of their responsibilities,
- flexibility among the membership and a willingness to change course as needed, and
- mutual agreement on the agenda for meetings.[1]

According to the NCFL some people use the terms cooperation, coordination, and collaboration interchangeably. It is true that the ultimate goal of all three is to bring needed services together for the benefit of clients. Collaboration in a family literacy program, however, is at the higher end of a continuum of strategies for working together.

The challenge of family literacy programs is to develop a strong partnership of service providers who jointly take responsibility of providing family literacy services; and develop new relationships and systems to improve services to families.[2]

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[1] Wyner-Cyr, 1992.

[2] *Guide to Quality*, Dwyer, 1996.

2 Even Start Family Literacy Program

The Even Start Family Literacy Program was established by Part B, Title I of The Elementary and Secondary Education Act (ESEA), as amended by the Improving America's Schools Act (IASA) of 1994 (Public Law 103-382).

Local communities have a number of funding options for establishing a family literacy program. One funding source is the federally-sponsored Even Start Family Literacy Program. Consistent with the National Center for Family Literacy's philosophy, the purpose of Even Start is to help break the cycle of poverty and illiteracy by improving the education opportunities of the Nation's low-income families through the integration of early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. The Even Start Family Literacy program is for family-centered education projects to help parents gain the literacy and parenting skills they need to become full partners in the education of their young children.

As with other community initiatives, a local Even Start program must be designed to be implemented through cooperative projects that build on existing community resources to create a new range of services. Even Start is a developmental demonstration program in which local agencies (often called eligible entities) are encouraged to test new, innovative ways to implement family literacy programs within the general Even Start structure. These local programs are to serve as models that can be replicated by other interested agencies.

Even Start components

An Even Start Family Literacy program must build on and not duplicate existing resources. These programs coordinate available resources and add needed services to provide comprehensive, integrated family literacy services for the whole family. The legislative charges are:

Adult Literacy. The Adult Literacy component must include life skills, job readiness skills, basic literacy skills, basic academic skills, and preparation for the General Education Development (GED) diploma. This component must be collaborated with the Adult Basic Educa-

FACT

Reading problems are particularly severe for disadvantaged students. Fifty percent of fourth-graders whose parents graduated from college have "advanced" or "proficient reading achievements, whereas only 10 percent of fourth-graders whose parents did not finish high school read at these levels.

NAEP, 1996, U.S. Department of Education

tion (ABE) program. The established ABE program serving the area must provide the adult literacy component. Instruction and materials for the Adult Education component of the program can be supplemented with Even Start funds. The most important source of funds for the adult component of a family literacy program is the Adult Education Act. The three most common types of instruction supported through adult education grants are: ABE for basic literacy services for adults whose skills are below the eighth-grade level; adult secondary education (ASE) for services designed to prepare students to obtain a high school equivalency diploma; and English as a Second Language (ESL) for services for adults with limited English proficiency.

Early Childhood Education. The Early Childhood Education component must be developmentally-appropriate for the ages of children served and may be provided only while the parents are attending the Even Start components of adult literacy, parenting education, and Parent and Child Together (PACT) time (see below), so the need for child care is not a barrier to parental participation. Appropriate childcare services must be provided for children from birth through the age of seven.

Parenting Education. The parenting education component must include individual and group meetings for Even Start parents in the areas of child development, parenting skills, discipline, at-home activities, family health, and mental health. This component reinforces efforts in all other components. Current resources for parenting education include the state-funded Parents As Teachers (PAT) program which provides services for families with pregnant teens and children birth to age 5 and the voluntary Practical Parenting Partnerships (PPP) program which provides parenting education for parents who have children in elementary school through high school.

Parent and Child Together (PACT) Time. A regularly scheduled time must be built into the Even Start schedule when parents and children work together on educational activities. These activities are to be the choice of the children with parents supporting that choice. This will be time when the Even Start staff can observe the progress being made in parent/child interaction. This component reinforces efforts in all other components. The form on the following page was developed by a Missouri Even Start program to be used by staff members to record observations made of clients participating in PACT time.

Home-Based Activity. Research indicates that at-risk families benefit from more contacts with the program staff, and home visits help with continued participation for the families. These visits can be completed by the adult educator, the PAT parent educator, or by an Even Start Family Literacy educator who is PAT-trained or PPP-trained. This component reinforces efforts in all other components.

Parent Name_____

Date _____

Even Start

Parent Observation Form
(Treatment thresholds — preschool age)

Reading Behaviors	70-100%	50-70%	30-50%	10-30%	0-10%
1. Parents will use expression when reading to their child or talking about pictures in a book.					
2. Parents will be able to ask their child open-ended questions pertaining to predictions about the book's or story's outcome					
3. Parents will be able to talk the pictures the child sees, thus increasing the child's vocabulary.					
4. Parents will be able to increase their child's awareness of letters and words through recognition and repetition in reading.					
5. Parents will be able to relate books and stories to their child.					

Directions: Please indicate the extent to which you observe this parent demonstrate the above reading behaviors at PACT Time and/or during home visits.

Source: Ferguson-Florissant Even Start

Goals of the Even Start program

According to federal mandate, in addition to finding ways to successfully deliver the basic components of Even Start, local program planners are charged with designing a program that will strive:

- to identify and recruit families most in need of family literacy services as indicated by low levels of income, low levels of adult literacy or English language proficiency of the eligible parent(s), and other need-related indicators. Other need-related indicators might include factors such as handicapped conditions, homelessness, and chronic unemployment;
- to screen and prepare parents, including teenage parents and children, to enable them to participate fully in Even Start activities and services, including testing, referral to necessary counseling, other developmental and referral services, and related services;
- to design a flexible program to accommodate participants' work schedules and other responsibilities, including the provision of Even Start activities when those services are unavailable from other sources. These services might include child care for the period that parents are involved in the Even Start project, transportation to enable parents and their children to participate in the Even Start project, and scheduling and location of services to allow joint participation by parents and children;
- to provide high-quality instructional programs that promote adult literacy, empower parents to support the educational growth of their children, and provide developmentally-appropriate early childhood education services that prepare children for success in regular school programs;
- to provide family literacy and collaborating agency staff members (including child care staff) with training to develop the skills necessary to work with parents and young children in the full range of instructional services;
- to provide the operation of services on a year-round basis, including the provision of some program services, instructional or enrichment, during the summer months;
- to coordinate Even Start services with other Title I programs, any relevant programs under the Adult Education Act, the district Parents As Teachers program, the Individuals with Disabilities Education Act, the Job Training Partnership Act (JTPA), the Head Start program, volunteer literacy programs, and other relevant programs;
- to ensure that the program will serve those families most in need of Even Start Family Literacy activities and services;
- to provide for an independent evaluation of the program; and
- to develop effective ways of assisting children and their families in making successful transition from preschool programs into the regular school program. This involves facilitating communications between the family and the school and helping the family take advantage of all the appropriate programs offered at the school.

Necessary collaborations

Employment Security. The Missouri Department of Employment Security will assist in counties where Even Start programs exist by referring families who meet the Even Start requirements and by assisting in job search activities for parents who complete the adult education component of Even Start.

FUTURES. Personnel in the counties where Even Start exists will assist Even Start personnel in recruiting families most in need. They will also provide assistance for childcare and transportation as needed.

Goals 2000. It is the purpose of Goals 2000 projects to improve the quality of education for all students by improving student learning through a long-term and broad-based effort to promote coherent and coordinated improvements in the system of education throughout the United States at both the state and local levels. Local Goals 2000 projects, in developing building-level activities that address areas of school reform, are encouraged to share information with the Even Start projects.

Head Start. The Federal government's largest commitment to preschool-age children provides health, education, nutrition, social, and other services to economically disadvantaged preschool children and their parents. Most Even Start programs not only coordinate with Head Start, but also actually build on Head Start services. Parental involvement always has been a focus of Head Start and many programs actively promote family literacy. Title IV of the Head Start Act provides funds for Community-Based Family Resource Programs to provide services to promote parental competency and behavior that will lead to healthy and positive personal development of parents and children. In awarding local grants, states must give priority to programs serving low-income communities and programs serving young parents or parents with young children.

Literacy Organizations. Many communities have local volunteer organizations that work to improve the educational level of Missouri's adults. These organizations should be included in the Even Start collaboration and may provide valuable tutoring services to parents in Even Start.

Children first learn to listen and speak, then use these and other skills to explore reading and writing. Like child development in general, language development is interrelated. Children who have many opportunities to listen and speak tend to become skilled readers and writers. Children who can put their ideas in writing become better readers. Children who are read to often learn to love reading and become better listeners, speakers, and writers.

On the Road to Reading: A guide for Community Partners,
December, 1997

FACT

"Why are we bothering to restate the obvious: that adult literacy students come from poor educationally disadvantaged backgrounds? ...We want to keep in mind the interaction of their academic difficulties with their life histories and current socioeconomic circumstances. Like other human activities, reading ability develops in various social contexts over time."

Snow and Strucker, *Lessons from Preventing Reading Difficulties in Young children for Adult Learning and Literacy, 2000*

Job Training Partnership Act (JTPA). The personnel of the Employment Training Section of the Department will assist Even Start staff in communicating with Job Training programs across the state. This will allow parents in Even Start projects to be referred for job training programs that exist in every part of the state.

Project Construct. Project Construct is an early childhood program developed and sponsored by the Department of Elementary and Secondary Education (DESE). It is a process-oriented curriculum and assessment framework for working with children ages three through seven. Materials and training are available to Even Start projects that choose Project Construct for the early childhood component.

Parents As Teachers (PAT). Every school district in Missouri has implemented Parents As Teachers and funding is available through DESE. The program provides for periodic developmental screening for all children from birth to kindergarten entry and parent education for parents with children under kindergarten entry age. Many of the activities included in Parents As Teachers are home-based. Materials and training are available to Even Start projects to use as part of their parenting education component.

Special Education. The Special Education Early Childhood Section of DESE funds a special education preschool program for children ages three and four. This program will be available to Even Start families through the school district. The Department also serves as the lead agency for First Steps, a program for infants and toddlers that identifies infants with disabilities and assigns a service coordinator to the family. The service coordinator helps the family identify and make use of all the services available to the children and the family. Even Start programs will have access to the resources of First Steps for those families with children who qualify for First Steps services. Both of these programs support family involvement and can collaborate with Even Start to provide needed services to Even Start families with special needs children.

Title I. Title I.A: Programs for Educationally Disadvantaged Students was enacted to break the self-perpetuating cycle of poverty by providing supplemental instructional services necessary for educationally-deprived students. The key elements of the reauthorized Title I focus on high standards for all students, enriched and accelerated instruction, decentralized decision making, improved accountability, strong professional development, coordination and integration of services, expanded family involvement, extended learning time, and early intervention. Schools may

also use Part A of Title I funds to provide necessary literacy training for parents if all reasonably available sources of funding have been exhausted. School personnel are encouraged to work with community agencies to provide health, nutrition, and social services not otherwise available to the children being served. Local Education Agencies (LEAs) must reserve at least one percent of their Part A Title I allocations for parent involvement activities, including family literacy and parenting skills, unless the one percent is $5,000 or less. Part A of Title I funds may also be used for preschool programs for educationally-disadvantaged children who reside in high poverty areas.

Title II: Dwight D. Eisenhower Professional Development. The purpose of this program is to assist schools in improving the teaching and learning of all students by providing sustained and intensive high-quality professional development that is tied to the Show-Me Standards; reflects recent research; supports effective teaching of the content areas; incorporates effective strategies to meet the needs of historically under-represented students (such as females, minorities, individuals with disabilities, individuals with limited English proficiency, and those who are economically disadvantaged) and of sufficient intensity and duration to have a positive and lasting impact.

Title VI: Innovative Education Program. This program supports innovative activities such as:

- programs to combat illiteracy in students, as well as parents and other adults;
- implementation of reform activities;
- activities to improve the higher order thinking skills of disadvantaged elementary or secondary students to prevent them from dropping out of school;
- provision of equipment, software, or professional development in technology directly related to implementation of the comprehensive school improvement plan;
- purchase of instructional materials or computers (including media center materials and services), assessments, and other curricular materials required to promote achievement of the Show-Me Standards;
- activities to provide for the educational needs of gifted and talented children;
- school reform activities consistent with the Goals 2000: Educate America Act; and
- support for Title I activities for school improvement and assessment.

Allowable uses of Even Start funds

Salaries may include full- and part-time, professional and support staff of the program. Employee Benefits may be included for positions funded by the Even Start Family Literacy funds. Benefits must be the same as those provided to other employees of the applying entity. Purchased Services may include expenses for personnel not on the program's payroll, and for services required by the program. The following may fall under this category:

- professional and technical services,
- instructional (not covered by other programs such as Adult Education or Parents As Teachers),
- participants, program staff, and collaborating agencies staff services,
- audit, local evaluation, participation in national evaluations, the Even Start Family Literacy Program Information System, data processing, and like services,

- property services (cleaning, repairs, maintenance),
- transportation (contracted and noncontracted),
- staff travel,
- insurance (other than employee benefits),
- communication (advertising, printing), and
- other (contracted food services).

Materials and Supplies are amounts paid for expendable items which are consumed or worn out or become part of more complex units or substances. These include:

- general supplies,
- textbooks (free and regular),
- library books, periodicals, resource materials,
- food (items usually claimed on the School Food Service Reimbursement form),
- utilities (electric, gas, phone), and
- other supplies and materials.

Even Start Family Literacy funds may be used only to supplement, not supplant, the level of funds that would be made available from nonfederal sources in the absence of these funds. Even Start funds may fund parent meetings and/or support groups for Even Start parents in addition to those that Parents As Teachers (PAT) and/or Practical Parenting Partnerships (PPP) provide.

Because Adult Basic Education (ABE) is funded according to the number of contact hours each student spends in class, it may be necessary to supplement the ABE component for a short period during the start-up of the program. It may also be helpful to pay the ABE teacher a stipend from Even Start funds so that he or she has time to spend as a member of the Even Start team as the staff works to integrate services and curriculum for families. Even Start funds may supplement existing adult literacy programs with additional activities or at the time when the enrollment becomes so low that the regular ABE program would close the site.

Funding

The minimum annual operating budget of a local Even Start program must be at least $75,000. A year-nine program has a minimum budget of $52,000. For each application, the funds listed in the match column must be in addition to the Even Start portion and must be equal to the percentage required for the grant year. The Even Start Family Literacy regulations require the project to match funds with a steadily decreasing maximum Federal share. This is an inverse relationship — as community funds increase, federal funds decrease.

According to program guidelines, an Even Start Family Literacy Program is to become self-sufficient by the end of year 4 or year 8. The remaining costs of a program may be provided in cash or in kind, and may be obtained from any source, including other Federal funds. In-kind donations must be documented.

3 Planning a New Program

Getting started

To start planning a family literacy program for your community, you'll need to find reliable people who share your beliefs and are willing to devote time and expertise to meet together and discuss the next steps of getting a family literacy program off to a good start.

We know that thinking and behavior are guided by assumptions, which are educated guesses about the nature and function of things thought to be true. Family literacy programs are grounded in important beliefs about families and learning. For example, the family unit is the appropriate focus when planning to influence the attitudes, values, and expectations communicated within a home. Furthermore:

- families are culturally and individually diverse. This diversity is healthy and enriches the community;
- literacy has a strong intergenerational effect. It exists on a continuum;
- all families have strengths; and
- change takes time. It is a gradual process. It is more meaningful and lasting when the community or family as a whole participates in planning and adjusting to change.

When planning a family literacy program examine your own assumptions and biases that affect your attitudes toward parents and children. Personal beliefs also reflect teaching styles, lesson content, and instructional methods. For example, what if your adult educator believes that calculators and computers are inappropriate accommodations for parents with learning disabilities? Does the director assume that the teacher will comply with a program objective to enhance achievement with educational technology or does the director yield to the teacher's preferences? Sometimes program staff members are well into their first program year before they realize that members of their team are operating under different assumptions about the program mission, families' needs, teachers' roles and responsibilities, or component integration. Set aside time to regularly examine and discuss the assumptions that underlie your work with families. You may want to use the list above as a starting point for staff discussions.

FACT

Thirty one of every one thousand babies in Missouri (3.1%) are born to teen parents between 15 and 17 years of age.

1999 Kids Count

Begin by cross-training a team of staff and teachers as well as the support staff of your school or agency. You'll need to balance responsibility for planning integrated activities across the components. For example, decide who shares the responsibility for planning and supervising PACT time, facilitating parent group meetings, recruiting families, observing and assessing individuals and families, and maintaining community collaboration.

Next, set up collaborative groups representing the agencies and organizations of community stakeholders in the welfare of families. Integrated services require strong, effective, and sustained collaborative networks. Begin establishing a network during the planning stages of your program. Public schools, colleges and universities, libraries, social service agencies, local government, churches, businesses and other organizations hold numerous resources to strengthen family literacy programs. Links with local businesses are especially important to prepare parents for the workforce. A curriculum becomes more workplace-relevant and responsive to the specific needs of the local economy when local business leaders are invited to share workplace literacy demands and skill criteria. Similarly, you will want to connect with colleges and universities to help parents make transitions to further their education. [1]

Take the necessary time

This process of planning and working out the details will not happen overnight. Some things will fall into place quickly; however, there are other things that will take much longer. Establishing a good, quality, self-sustaining family literacy program takes time. Plan on at least six months to a year of planning before implementing a new program. Additionally, consider the following questions with your team of collaborators.

Does your community have a documented need for a family literacy program? Specific facts (indicators) you need to find are the following:

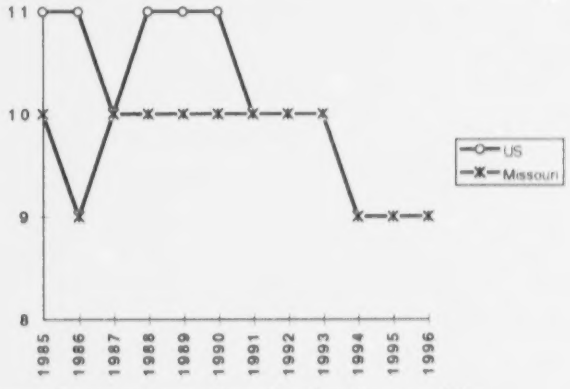
- How many adults do you have in your community who do not have a high school diploma and would benefit from a family literacy program?
- How many adults have a diploma, but are functioning at lower literacy levels?
- How many non-English speaking families are in your community?
- What is your community's current unemployment rate?
- How many adults are on welfare?
- How many single parent homes are in your community?
- What is the current median income for your community?
- What is the business community reporting about their workers?

[1] The Family Literacy Answer Book. Louisville, KY: National Center for Family Literacy. (Used with permission)

- What is the dropout rate for the last five years in your community schools?
- How many pregnant or parenting teenagers are in your community and would benefit from a family literacy program?
- How many children are on a waiting list for a preschool program?
- How many children and their families are being served by Head Start?
- How many are being served by the Women, Infant and Child (WIC) Program?
- How many families are reported for child abuse or neglect each month or year?
- Are the kindergartners entering school ready to learn?
- Are the school districts meeting the current reading standard for the Missouri Department of Elementary and Secondary Education?
- How many children are eligible for the Title I reading instruction program?

Once you determine that your community needs a family literacy program begin identifying the ages of the children to be served with their parents. This is a big decision because by impacting the adults through education and parenting skills you affect the learning and future school success of their children. You cannot cover all the bases at once. Determine a starting point and plan for the future. Where could you make the biggest impact first? For example, do you have a high number of teen-age pregnancies and parenting teens? Are these teens being successful in school? Who is caring for their infants and toddlers while they are in school? What happens when their child is sick? What percentage of these teens is dropping out of school? How many of these parenting teens have been hot-lined for child abuse/neglect? The findings from your initial action research to answer these questions can guide planning for the ages of children served and deciding where to locate your program.

Or, is there a waiting list for the local Head Start? Chances are the children who are on the waiting list have parents who are in need of literacy services either to get a GED or to increase their reading and math levels, and need to strengthen their parenting skills. Head Start is working with the National Center for Family Literacy to include family literacy components in local programs. Contact the state Head Start office for details about this initiative.



Percent of teens not attending school and not working

1999 Kids Count

FACT Children of parents who are unemployed and have not completed high school are five times more likely to drop out than children of employed parents.

Does your community need quality preschool opportunities because children are entering kindergarten not ready to learn in formal learning settings? Is this due to an influx of immigrants from other countries or different cultures? Is English as a Second Language a key issue? The parents of children deemed at-risk participate to a lesser degree in school functions such as parent-teacher conferences than parents of children who are not at-risk. Teachers may observe that high-risk children's homework is not being completed, they have frequent absences, and a host of other problems that compound the probability for school failure. Family literacy is an intervention strategy to enhance children's learning and prevent reading difficulties. Most likely your community needs to think about how to support these children and their families to ensure academic success.

Whatever age level you decide on, think of all possible collaborators who could help you develop a high-quality program that achieves intended outputs, outcomes, and impacts. You must plan and be creative in finding ways to make your community's family literacy program successful. So, once you determine the ages of the children you will serve with their parents, the next step is to start pounding the pavement for collaborators. These collaborators can provide time, space, money, salaries, staff, etc. Consider all volunteers and potential partners. You never know whom they know or what they can provide. Clarify your mission, vision, core values, and expectations for collaboration "up front."

What programs and/or services are currently available for a family literacy program to utilize? Prioritize and focus on the target families' immediate and long-term needs. If you're starting by only serving families with elementary school aged children you might not need to contact preschools. Notice, we said, "might not." If you plan on adding preschools later, then by all means involve them from the beginning. Specific Community Programs and/or services to consider as collaborating partners include:

- Adult Education Banks
- Senior Citizen Organizations
- Homeless Shelters
- School Transportation
- OATS
- Churches
- Libraries
- School to Work programs
- Welfare to Work Programs
- VISTA Volunteers
- Literacy Organizations
- Hospitals
- United Way Agencies
- Early Childhood Educators
- Parents As Teachers Program (PAT)
- Practical Parenting Partnerships (PPP)
- Head Start
- Title I Staff
- Department of Health
- Child Care Licensing
- Department of Social Services
- High School Counselors
- Area Vocational-Technical Schools
- Area Preschool Programs
- School Lunch Program
- Child and Adult Care Program
- Chamber of Commerce
- Women's and Men's Organizations

What types of services will your community provide through its family literacy program? Once you've identified community resources and people willing to help, start looking for additional support from institutions, government, and/or charitable organizations. Sometimes a family literacy program needs money to fill in gaps that aren't met by other means. We will identify a few programs that can fully fund a family literacy program. This is not an exhaustive list. As we all know, the world changes constantly. New resources, grants, and ideas are always coming about as other resources are exhausted. Information about additional supporting programs are incorporated into Chapters 4 through 7 of this *Guide*, which describe each of the components of a family literacy program.

Funding sources

The programs discussed below can be used to fund a family literacy program. Title I and Head Start would require a fundamental shift of resources to support a family literacy program. Adult Education and Even Start require submitting a grant proposal and being awarded the opportunity to start a program.

Title I. Title I is now authorized to support family literacy. The individual schools within the district may choose to change their focus to include a family literacy concept. A programmatic change at this level requires many modifications affecting staff, resources, programs, etc. Not all schools are willing to change their perspective of reallocating funding streams unless an unmet need is clearly delineated for the persons responsible for program compliance and quality assurance.

Title I Preschool. In addition to the changes of Title I, the Title I Preschool programs had to either adopt the Head Start Education Performance Standards or an Even Start Family Literacy model. This doesn't mean preschools receive more money if they adopt a family literacy model. Most (if not all) programs in Missouri chose to align their program with the Head Start Education Performance Standards because these are nearly identical to what the preschool programs were already doing. The Even Start model is relatively new and to some program directors, it may appear to be intimidating. Changing from a traditional Head Start model to a family

Three main accomplishments characterize good readers: (1) Good readers understand the alphabetic system of English to identify printed words. (2) Good readers have and use background knowledge and strategies to obtain meaning from print.(3) Good readers read fluently.

National Research Council, 1998

FACT

Between the ages of four and nine, your child will have to master some 100 phonics rules, learn to recognize 3,000 words with just a glance, and develop a comfortable reading speed approaching 100 words a minute. He must learn to combine words on the page with a half-dozen squiggles called punctuation into something - a voice or image in his mind that gives back meaning.

Paul Kropp, *Raising a Reader: Make Your Child a Reader for Life*, 1996

literacy model requires a different "look" on how to educate children and their parents. A family literacy model requires parents to be an active and very vital part of the early childhood education program. Family literacy represents a fundamental shift directly engaging parents in their children's education.

Even Start Family Literacy. In April 1999, the federally-funded Even Start Family Literacy Program celebrated its tenth anniversary. Even Start is often viewed as a demonstration project because of the limited time span of funding allocations. Nevertheless, Even Start programs have documented significant accomplishments affecting children and their families. Communities look to the Even Start Family Literacy Program for the "glue" to hold community resources together. The Even Start Family Literacy Program is for family-centered education projects to help parents gain the literacy and parenting skills they need to become full partners in the education of their young children. The program is to be implemented through cooperative projects that build on existing community resources to create a new range of services. A more complete description of Even Start is described in Chapter 2.

Head Start. Head Start has evolved significantly over the past few years. Head Start programs are now mandated to provide family literacy activities for their eligible participants. Consistent with the funding patterns of Title I and Title I Preschool, Head Start programs did not receive more money to include family literacy activities. Head Start has been expanding in providing additional preschool services, full-day and full-year funding, and early Head Start (infant and toddlers). For Head Start to run a family literacy program successfully requires additional support from other programs and the community. The National Center for Family Literacy (NCFL) recently received a $15.5 million dollar funding award to facilitate Head Start statewide efforts throughout the nation to comply with the charge of providing quality family literacy components within their programs.

Adult Education. The National Adult Education Act of 1998 recently changed the way the act can be used within the states. Allowable activities should include one or more programs that provide services or instruction in one or more of the following categories:

- adult education and literacy services,
- workplace literacy services,
- family literacy services, and
- English literacy programs.

Although adult education can fund all components of a family literacy program, you still need to have the community and other agencies working together to sustain a comprehensive family literacy program.

These federal programs can be used as a starting point for establishing a family literacy program. Additional support from other sources such as businesses, schools, and churches are crucial for establishing a successful family literacy program. Chapters 4 through 7 discuss the specific family literacy components by defining their composite purposes, functions, and resource needs.

Educare. The Department of Social Services funds Educare at 17 sites serving 47 counties. Educare provides intensive, on-site, individualized training for early childhood programs and can serve as a resource for other training opportunities, support to providers, and technical assistance.

Planning surprises

After several years of working with family literacy programs we are always amazed at the variety of collaborations, variations of program design, and projected programmatic outcomes. Several Even Start Family Literacy projects which are currently funded tried two or three times to submit funding proposals before being awarded an Even Start grant.

One example that comes to mind is a project located in southern Missouri. In this case, the school district used their Title I fund to implement a fifth-grade homework nights program. Parents and their fifth-grade children came together to learn at school by working on homework. The students could attend only if at least one of their parents came along. They worked together on homework, played board games, and even learned to use computers. The school district saw an increase in participating students' achievement and parental involvement. An interesting unplanned result happened. As the parents became comfortable coming to school, working with their child, and becoming familiar with the computers, several parents enrolled in a local ABE program and received their GED certificates.

Based on the success of these parents, the school district started a family literacy program. Their first Even Start grant proposal was not funded. They didn't have a bad grant, just the unfortunate luck of being in an unusually large pool of applicants that particular funding year. The next year they re-applied and with the strength of an extra year of planning they were able to ask for less money because they had secured greater collaboration and fiscal support from the community. Within a year of the first attempt for Even Start funds, the city donated a building, Head Start jumped on the bandwagon, and the Department of Health and Social Services was located within walking distance from the new building. The school district saw this project as an investment opportunity to raise student achievement through parental involvement. The real turning point was identifying a competent coordinator who believed in the program, was active in the community, and was a leader within the school district. We'll say it again, collaboration with the community is a critical attribute of every successful family literacy program.

Getting organized

Family literacy programs facilitate parents' and children's success by providing comprehensive and holistic family-focused approaches. High-quality programs document many ways to provide parents and children with intensive, frequent and long-term education, and family support services.

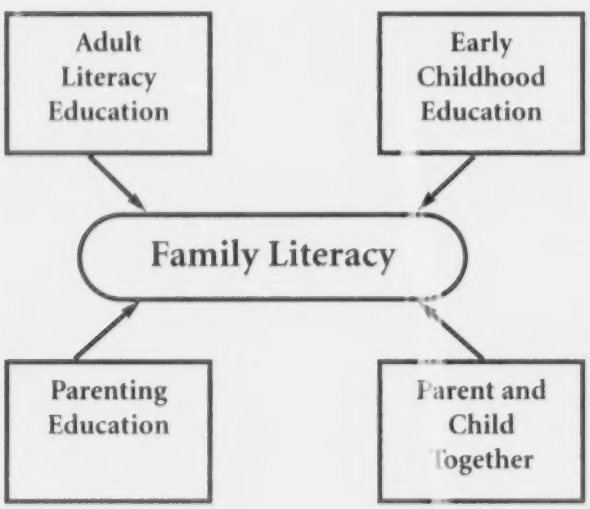
After planning tasks are complete, organizing your program becomes of paramount importance. The next four chapters are devoted to the four components of a well-organized family literacy program. We explain each component in terms of staffing, supplies, and training needed to run a quality family literacy program. We begin with adult literacy education, followed by early childhood education, parenting education and Parent and Child Together (PACT) time.

> Children must have access to books if they are to read. But books in themselves are simply not enough. Children also need to have a caring adult to read to them and talk to them, preferably every day. In many high-risk families, parents may have poor reading skills themselves and not much experience with books. They may not know how to choose good literature or engage their children in reading. And they may not know how important reading is from infancy through early school years.
>
> *Preventing Reading Diffuculties*, 1999

PART TWO

The Four Components of Family Literacy

CHAPTER 4 Adult Literacy Education
5 Early Childhood Education
6 Parenting Education
7 Parent and Child Together Time



4 Adult Literacy Education

Even Start programs were established nationally with a challenge to improve the self-sufficiency of families by supporting their efforts to set and meet goals, increase the English language literacy levels, enhance skills and experiences related to employability, and improve parents' abilities to be advocates for and teachers of their children. [1]

Adult education provides the information and instruction necessary to support the improvement of literacy and learning skills in adult learners. The adult education component also works in concert with the other family literacy components to support adults' transfer of acquired skills and knowledge to their home and community.

Quality considerations

To help assure the quality of the adult education component of your family literacy program, the following considerations should definitely be made:

Program format, schedule, location, and entry options reflect the needs of learners.
Instructional materials reflect the context of the adult student's life; i.e., newspapers, forms, workplace items, etc.
Academic content is taught within a functional content.
Assessment is based on individual student achievement.
Learning environment is adult-centered.
Program offers maximum flexibility and relevant support.
Instruction is relevant to students' lives and goals; i.e., life, workplace, and/or parenting skills.
Staff is trained to assist adults with learning disabilities.
Students' progress in literacy depends on their literacy levels at program entry.
Assessment is regular and frequent and, whenever possible, carried out in the context of meaningful tasks.
Environment is appropriate and comfortable for adults.
Support services such as quality infant/child care and transportation are provided.

[1] Guide to Quality Even Start Family Literacy Programs, prepared for Even Start Program U.S. Department of Education by the RMC Research Corporation.

What is adult education?

Adult Education and Literacy (AEL) instruction is designed to teach persons 16 years of age or older to read and write English and to substantially raise their educational level. The National Literacy Summit 2000 targeted three key priorities for creating a strong adult education, language, and literacy system. These priorities indicate that such a system should provide:

- quality services for adult students,
- ease of access to these services, and
- sufficient resources to support quality and access.[1]

The primary purpose of AEL programs is to expand the educational opportunities for adults and to establish programs that will enable all adults to acquire basic skills necessary to function in society. These opportunities help adult learners to secure training to become more employable, productive, and responsible citizens. AEL programs also encourage adult learners to continue their education to at least the level of completion of secondary school.

Collaborations associated with Adult Education often include agencies that provide post-secondary experiences so that efforts are not duplicated. In order for adults to be eligible for Even Start they must also be eligible for Adult Basic Education under the Adult Education Act (except certain teen parents).

Unique attributes of the adult education component

The biggest difference is the purpose of the program. Since adult family literacy participants are all parents or primary caregivers of children enrolled in a family-focused program, the emphasis of classroom activities is often on family issues. For instance, parents may read and discuss stories or news articles about children's development, nutrition, or health needs. They can develop

[1] From the Margins to the Mainstream, The National Literacy Summit 2000.

Through observation, common sense, creativity, perseverance, hard work, and natural talents, adults have found ingenious ways to excel in their roles as parents, community members, and workers.

Adult Education, National Center for Family Literacy, 1997.

FACT

A core competency of an adult education instructor is that the teacher identifies that adult learners are motivated by drawing on their experiences, providing opportunities for learner success to build self-esteem, and targeting instruction based on learner goals.

U.S. Department of Education, Division of Adult Education and Literacy

creative writing skills by keeping journals about their children. Math lessons may involve practical problems encountered when grocery shopping or computing the correct dosage of a medicine to give a sick child.

Parents learn for their own sake while at the same time becoming more able to support their children's learning. Family literacy strives to develop families of learners. Academic learning takes a lifeskills approach by integrating program components so that parents can develop connections between their own learning and their children's development. Parents often express their appreciation for understanding connections between classroom activities and their personal life experiences.

Adult education in quality family literacy programs is different from traditional classrooms in both content and methodology. In the traditional approach, subjects may be taught separately and the natural connections between (for instance) applied math and language skills are not apparent. Best practices describe classrooms where all adults learn to combine all their skills to solve real problems. Students may discuss different ways of managing a family budget or how to plan and save enough money for a security deposit on an apartment. These cross-curricular lessons create meaningful scenarios for mastering word problems as well as sharpening computation and communication skills.

Group learning activities highlight another difference between adult education/family literacy and more traditional adult education programs. Many adult education and literacy programs emphasize individualized self-study or one-on-one tutoring. While independent study skills are always important, many adults who endured a lifetime of reading difficulties and/or learning disabilities need to develop social learning skills. Actively employing small group discussions, role-playing, cooperative learning experience, group projects, and panel presentations can develop these. Group learning activities build interpersonal skills, reinforce critical thinking through discussion and debate, allow adults to learn from each other, and help to make learning fun. In many programs, the class becomes a "family" of learners helping each other and working together to achieve each learner's goals.

Equipped for the Future

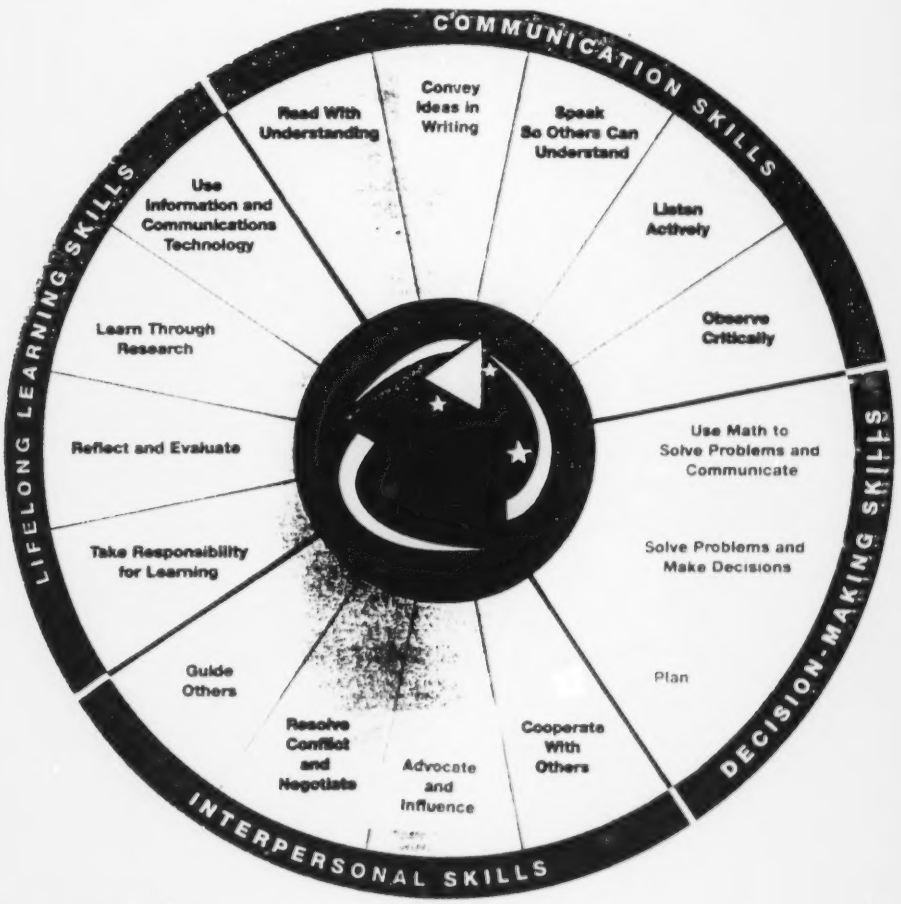
The National Institute for Literacy (NIFL) developed a customer-driven standards-based reform process known as Equipped for the Future (EFF). NIFL's goal was to refocus America's adult literacy and lifelong learning system on delivering results that matter. The key was to develop a

program that makes sure that all adults who seek to strengthen their knowledge and skills have access to a system that is explicitly designed to equip them for the future. More than 1,500 adults responded to a survey, leading to a consensus that there are four fundamental purposes for adult learning:

To gain **access** to information adults can use to orient themselves in the world.
To gain a **voice** to be able to express ideas and opinions with the confidence they will be heard and taken into account.
To learn to take **independent action** to be able to solve problems and make decisions on one's own acting independently, without having to rely on others.
To be able to build a **bridge to future** learning how to learn so adults can keep up with the world as it changes. [1]

[1] Equipped for the Future: A Reform Agenda for Adult Literacy and Lifelong Learning. National Institute for Literacy, 1997.

Equipped for the Future Skill Wheel



BEST COPY AVAILABLE

EFF designed an adult education model around the broad areas of adult responsibilities associated with three adult roles — parent, worker, and citizen. The program links instruction with role maps for each of these responsibilities. The content of the curriculum is then linked directly to these maps. The result is a meaningful program design that connects the curriculum to the learning needs of adults enrolled in the program.

The illustration on the previous page depicts the EFF Standards for Adult Literacy and Lifelong Learning. Adult literacy program planners may contact the National Institute for Literacy for extensive curriculum materials. Please refer to Chapter 10, Resources, for complete contact information for NIFL.

Eligibility

Adults who are 16 years of age or older with less than a high school education or its equivalent and are not presently enrolled in school are eligible students for the Adult Education program.

Pregnant teens and teen parents are eligible to be served by Even Start Family Literacy programs even if they are under the age of 16. The educational responsibility for these teens lies with the school district. As long as those under the age of 16 stay in school, Even Start can provide the other components for the family. Teen parents can receive tutoring and homework assistance while the other parents are in the adult education class.

Funding and grants available

Adult Education and Literacy grants are made to local educational agencies, not for profit community based organizations, and other eligible groups based on a competitive application process. Application is made after conducting a community survey to determine the extent and scope of need in the area to be served. Application consists of a local educational plan and budget recorded on forms supplied by the Director of Adult Education and Literacy.

These grants are available on a three-year basis. The next grant application opportunity will be in the spring of the year 2002. Those wanting to start a family literacy program before 2002 will need to work with an adult education program near your program site.

FAMILY LITERACY IN ACTION

Participants stated that the adult education teacher was patient, understanding, and helpful. Her caring and respect for students and her level of commitment to working individually with students were praised. Participants also seemed to be particularly influenced by the teacher's confidence in them and their ability to succeed.

Ferguson-Florissant R-II School Even Start Program Evaluation Report, 1998

ESL funding

The Missouri Department of Elementary and Secondary Education has established funding intended to stimulate the development of family literacy programs with a focus on English as a Second Language. These pilots will be funded with state funds and will provide educational services for entire families, including parents and children of preschool, elementary, middle, and high school age. The projects must build on and coordinate with services already available in the community. These funds should be used to build partnerships and fill in gaps of services available for ESL families. Please refer to Chapter 10, Resources, for contact information.

Staffing

Missouri requires an adult education teaching staff member to have at least a four-year degree from an accredited college or university. This degree does not have to be in teaching. The teaching staff must receive adult education training prior to the program starting. The State Adult Education program schedules year-round training and professional development opportunities available for your staff. Please refer to Chapter 10, Resources, for contact information.

Trained volunteer tutors can be used to serve the needs of literacy students, English as Second Language (ESL) students, or other students with special needs. Special training can be supplied by the Missouri Literacy Association, Laubauch Society or by LIFT-Missouri. Prior to serving family literacy adults, you will need to determine the following:

1. How will start up adult education teachers be paid?
2. How will new staff be hired and trained?
3. How will any new additional staff be paid?
4. What are the program hours?
5. Who will be communicating with the family literacy coordinator?
6. How will differences be worked out?

FAMILY LITERACY IN ACTION

Even Start influenced multiple aspects of Lydia's life. She received help from the program staff in coping with financial difficulties. The support and encouragement that the program provided increased her self-confidence and self-esteem and allowed her to pursue goals outside of the home. She earned her GED and her children are successful at school. Lydia is currently working full time in our program as an Americorps *VISTA volunteer. She works closely with the adult education teacher in the classroom and she also participates in other programs as needed. She chose to do this because of the scholarship money she will receive after completing the position and because it was "a way to help pay back Even Start for helping me to get my GED . . . to repay society."

Ferguson-Florissant Local Even Start Report, 1999

FACT

The optimal circumstances for learning include: 1) no threat, 2) thoughtful orchestration of multi-dimensional teaching strategies, and 3) real-life experiences.

Caine and Caine: *Human Learning*

Certification

The Missouri Adult Education and Literacy Resource Center provides certification workshops, inservices and other professional development for other adult education and literacy practitioners in Missouri. Each certification workshop includes 16 instructional hours, and all participants are expected to have 100 percent attendance. The Resource Center is responsible for arranging for college credit to be available at an optional fee for those who wish to purchase an elective credit.

Programs have many choices regarding scheduling opportunities for training new and experienced AEL staff. Training is offered once a month (two day weekend sessions) during the school year (September through June). The Summer Certification Workshops are three days in length and are scheduled during the months of June, July, and August. The Summer Beginning Teacher Workshop (BTW) and Intermediate Teacher Workshop (ITW) are held four to five times during the months of June and July. The Experienced Teacher Workshops (ETW) are held a minimum of seven times during the summer and the English as Second Language Workshop is held twice during the summer (one on the eastern side and one on the western side of the state).

The costs for the training, including lodging, meals, and mileage are free or reimbursed for individuals working with a currently funded Adult Education Program. For independent persons, the cost of the training is $150.00 plus lodging, meals, and mileage.

Operational concerns

Prior to serving family literacy adults, you will need to determine the following:

- Ensure that instruction is primarily geared to the students' own goals for themselves and their families, and that students are involved in planning their instruction.
- Focus instruction on real-life skills in order to meet student and community needs.
- Ensure that curriculum frameworks reflect research findings about the diverse needs of various adult populations, including ESL and learning disabled (LD) adult students.
- Provide opportunities for program staff to visit other programs to gather information on appropriate standards.
- Regularly evaluate how well all program components — including intake and placement, professional development, and instruction — facilitate and contribute to maximizing student results.

- Require a minimum number of hours per year of paid professional development for all instructional staff, and provide for contingent increases in salaries and benefits.
- Ensure that professional development opportunities are of sufficient intensity and focus to make a real impact on teaching and learning.
- Provide all staff with training appropriate for the levels of students they teach, including training for students who may never complete the GED.
- Provide all staff with orientation in the areas of ESL and LD students, and increase the number of teachers who receive intensive training in these areas, as appropriate.
- Provide training and technical assistance in the use of technology to all instructional staff.
- Create "anytime, anywhere" research-based professional development opportunities for all programs, collaborating, when possible, with local colleges and universities. [1]

Please refer to Chapter 10, Resources, for contact information.

Supplies

Each class must have adequate supplies, a current collection of textbooks to serve the needs of all classes of students and academic levels (i.e., ESL, literacy, GED, LD, or other special needs). All classes should have access to and use teaching aids to serve the needs of all students. Funding for these can be obtained through the adult education grant, local school districts, donations and other agencies. Planning on how you will get additional supplies, computers, teaching aids, books, etc. is a must for the adult education component of a family literacy program.

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[1] National Literacy Summit 2000

5 Early Childhood Education

The challenge [with the early childhood education component of family literacy] is to enhance development and ease transition to school by providing developmentally-appropriate settings for children of all ages from the families enrolled in a family literacy program. [1]

Early childhood education serves the children of adult learners by advancing emerging literacy skills through developmentally-appropriate literacy and pre-literacy activities. Family literacy theory attests that learning begins at birth and is encouraged through participation with adults in meaningful activities. Young children who are living in circumstances that place them at greater risk of school failure — including poverty, low level of maternal education, and maternal depression — are much more likely to succeed in school if they attend well-planned, high-quality early childhood programs. [2]

Quality considerations

In helping to assure the quality of the early childhood education component of your family literacy program, the following considerations are essential:

- Physical environment is clean, safe, well lighted, and comfortable.
- Smaller class sizes and/or greater adult-child ratios reflect the program's commitment encouraging the responsive interpersonal relationships.
- Program creates and supports positive attitudes toward learning in young children.
- Program reflects commitment to children in the professional development and support of its teachers.
- Curriculum design and classroom environment are language-rich with many opportunities for:
  - interactive experiences,
  - child-initiated learning, and
  - the development of reasoning and problem-solving skills.
- Physical environment meets and, ideally, exceeds the minimum required standards for certification and licensure.

[1] Guide to Quality Even Start Family Literacy Programs, prepared for Even Start Program U.S. Department of Education by the RMC Research Corporation.

[2] National Reading Council, Preventing Reading Difficulties.

FAMILY LITERACY IN ACTION

Family literacy helps family members with literacy skills, parenting skills, job readiness skills, and it also provides a positive support system. Family literacy is working and now I expect these initiatives to make an even greater impact if we continue to enthusiastically support them.

Former Superintendent, St. James School District

Class sizes will be smaller and adult-child ratios larger than those required for certification and licensure.

Staff members are well qualified, trained in child development, and have appropriate certification by state requirements.

A living wage, health insurance, and on-going training and educational opportunities reflect the program's recognition of early childhood staff as professionals and the commitment to continuity within the program.

What is early childhood education?

Early childhood services in family literacy programs follow the same guidelines as other quality programs for preschool or school-age children. According to the recommendations of the National Association for the Education of Young Children (NAEYC), you should use a developmentally appropriate curriculum, which includes authentic assessment, and maintain a low teacher-student ratio and small group size.

Unique attributes of the early childhood component

There are additional necessary ingredients that distinguish early childhood services in family literacy. First, the daily routine of a family literacy program includes Parent and Child Together (PACT) Time and may have a parent/child shared reading time before nap time, a shared mealtime, and other program-specific requirements. In addition, the physical environment must be arranged to provide space, not only for the learning activities of children, but also to accommodate the presence of parents who work with their children during Parent and Child Together Time. Another special feature is the primacy of literacy-related activities. Teachers provide a multitude of opportunities for children to engage in literacy behaviors.

Another difference in a family literacy program results from the intergenerational nature of the services. In family literacy, the early childhood classroom cannot stand alone. It must be integrated with the other components of the program, and this requires that staff members function as team players. Finally, and most importantly, parents are involved in family literacy in different ways than they are in many early childhood programs. The involvement of parents as partners in the education of their children is a reality in family literacy, where parents and children learn together each day as a regular element of the daily schedule.[1]

[1] The Family Literacy Answer Book. Louisville, KY: National Center for Family Literacy.

FACT

Family issues and the economic welfare of children continue to account for the smallest proportion of news stories, under 10% each. Yet, family and economic concerns are critical to children's well being, especially since families are more likely to be working and locked into poverty than any time in the past two decades.

Salisbury, *Children Now*, 1999

Do you have to start a new early childhood program?

Whether you need develop a new early childhood program depends on current programs located in your community. If you can use one or more local facilities for the early childhood component, by all means do so! Early childhood education facilities should be of high quality. They should be state licensed or meet state licensing requirements while working toward becoming accredited through the Missouri Accreditation Center or by the National Association for the Education of Young Children (NAEYC).

What age groups of children will you be serving? This is a big decision. By educating adults through adult learning and parenting skills you will be impacting the learning of the children and their future success in school. You cannot cover all the bases at once. Determine a starting point and plan for the future. Where could you make the biggest impact first? Do you want to serve parents with children who are infants and toddlers, preschoolers, and/or school-agers?

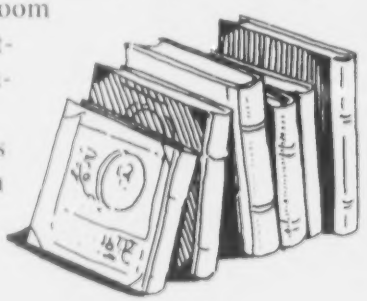
Remember that the children have to be in a quality childcare program or attending school while the parents are engaged in the other family literacy components. If you choose to serve only families with children in school then you will need to plan for childcare before and after the school day, during school breaks, on early dismissal days, and during holidays and summer vacations.

What early childhood or school age programs can you use? It depends on the partnerships established during your planning phase and the age levels of children you plan on serving. Program options include the following:

Early Head Start
Head Start preschool that are full or part day
Title I preschool
Missouri Preschool Projects funded by the Department of Elementary and Secondary Education School Districts
Before and after-school programs or
Locally owned programs by individuals or by organizations that are for profit or not-for-profit

By using an established program component, you meet almost all of the hurdles required for providing families with quality services. Quality programs have a positive rapport with their families, meet licensing requirements, develop ways of recruiting and training their staff, provide a safe, accessible site facility, food service, etc. There are drawbacks to consider as well. Facilities have adequate space for children throughout the year. They are willing to have parents working

Communities ranking high in achievement tests have several factors in common, such as an abundance of books in public libraries; easy access to books in the community at large; and a policy of investing in school libraries, of having large classroom libraries, and a large number of textbooks per student. Moreover, students in these communities more frequently borrow books from the library and engage in silent reading, and teachers regularly read aloud to their students.



Elley, 1992

in classrooms on a regular basis during the Parent and Child Together time. Effective staff members are trained in the "family literacy way" and are consistently and actively involved in regularly scheduled team meetings.

If you don't have the luxury of having an established early childhood program, you'll need to start a program. Starting from scratch is not impossible it just takes time, focus, resources, and well-designed goals. To start the process, first determine how your program will function throughout the day. Where will it be housed? Who will sponsor it? How will you get equipment, supplies, staff, food, tuition costs, etc.? We suggest you talk with other family literacy providers and the LIFT family literacy specialists to get an idea about how to get started. Refer to Chapter 10, Resources, for contact information for LIFT. Contact your local licensing representative, small business organization, city planners, etc. for ideas on how to start.

IMPORTANT: With all the early childhood or school age programs you will be working with, expectations need to be discussed and agreed upon *in writing prior to* committing to provide services. This will eliminate a lot of confusion and misunderstandings.

Funding early childhood programs

Funding in Missouri for early childhood programs can be located through federal or state programs. For each program listed, complete contact information can be found in Chapter 10, Resources. To start a new program or enhance an existing early childhood program, you can apply for the following:

Even Start Family Literacy Program. Grants are made to local educational agencies, not-for-profit community based organizations, and other eligible groups based on a competitive application process. These funds can be used in numerous ways to "fill in the gaps" for all areas of a family literacy program, not just for the early childhood component.

Missouri Preschool Project. Funding is provided for school districts and other providers to increase capacity of preschool children served. Requirements include staff training, adopting a developmentally-appropriate curriculum, providing developmentally-appropriate classrooms, being licensed by the time services are begun, being accredited by the third year, and meeting the minimum teacher requirements.

School Age Child Care Block Grants. Can be used for an existing program or for a new child care program. Only public schools can apply, but they may submit an application for a child care program administered by a not-for-profit entity that is utilizing school facilities, such as the YMCA, YWCA, 4-H Youth Development, PTA, or other not-for-profit entities. Funding up to, but not exceeding $10,000 may be awarded per site to a public school district. However, a school district will not receive more than $20,000 for School-Age Child Care programs and $20,000 for Early Childhood Child Care programs.

Early Childhood Child Care Block Grants. Guidelines for these grants are the same as the guidelines above for the School Age Child Care Block Grants.

Title I. Enacted to break the self-perpetuation cycle of poverty by providing the supplemental instructional services necessary for educationally deprived students. The key elements of the program focus on high standards for all students, enriched and accelerated instruction, strong professional development, coordination and integration of services, expanded family involvement, extended learning time, and early intervention.

Title I Preschool. Early intervention is encouraged for meeting the needs of preschool children who are identified as having developmental delays. The program requires home visits, coordination with other preschool programs, and activities that are developmentally-appropriate.

Missouri House Bill 1519. The Early Childhood Development, Education, and Care Fund was established from a percentage of riverboat gaming fees. This piece of legislation set aside funding to increase capacity of, and access to, quality early childhood programs for all Missouri families via a combination of grant programs, certificates for families, and an increase in state child care subsidies for child care programs accredited by a recognized accrediting organization. Grant funding is available through the Department of Social Services, via a competitive bid process, to start a new child care program, expand an existing program, and/or enhance a new or existing program through provider education and training, leading to accreditation and/or implementation of a research-based curriculum.

Staffing

Whether you use an established program or create your own, any staff member who works with children must be adequately trained and/or certified in early childhood education. This also true about staff members working with children in school age programs. An appropriate teacher/child ratio must be maintained. The teaching staff is expected to model developmentally appropriate activities (NAEYC guidelines), set reasonable expectations for student performance and even model discipline for the family literacy parents.

FACT In 1995, 27% of Missouri's children lived with parents who did not have full time, year-round employment. Approximately 17% of Missouri's children live in poverty.

1999 Kids Count

Prior to serving children and their families, you need to determine the following:

1. How will early childhood education teachers be paid?
2. How will new staff be hired and trained?
3. How will any new additional staff be paid?
4. What are the program hours?
5. Who will be communicating with the family literacy coordinator?
6. How will differences be worked out?

Training

Every staff person who works with the participant needs to be trained in the "family literacy way." All it takes is one person who doesn't understand the essential philosophy of family literacy education to make your program suffer. Training can be provided in Missouri by the National Center for Family Literacy (NCFL) trainers through LIFT-Missouri. Staff may also attend training provided by NCFL in Louisville, KY. Typically, LIFT conducts at least two training sessions a year. Each staff member needs to attend beginner training *prior* to working with participants and then participate in advanced training within the next year. Additionally, attending family literacy conferences and early childhood conferences for continued professional development are critical for developing "a talented, dedicated and well-prepared teacher in every classroom." [1] Refer to Chapter 10, Resources, for contact information for LIFT and NCFL.

Prior to serving children and their families, you need to determine the following:

How will the staff be paid to attend specialized family literacy training?
How will training be conducted?
Who will pay for the training (hotel, meals, time, registration, books, supplies, and mileage)?

Supplies

All classrooms need to be full of a rich variety of literacy opportunities. Literacy learning includes the use of developmentally-appropriate equipment, toys, games, etc. The classrooms are examples of what is "good" for children and their families. This is another area that needs to be designed and clarified prior to working with children. Who will pay for books and equipment, as well as consumable supplies such as toys, formula, diapers, food, etc.?

[1] U.S. Department of Education Initiative on Teaching, 1999.

6 Parenting Education

The challenge of parenting education is to make a positive impact on the whole family by enhancing the relationships between parents and children and the literacy value of interactions.[1]

Parenting Education provides parents with the information, instruction, and support regarding how to be their child's first teacher and partner in education. Children gain additional advances in their emerging literacy skills through the anticipated improvements to their home environment as their parents learn more about literacy and child development.

Quality considerations

In programs that intend to produce substantial improvements in outcomes for children, parents participate about 20 hours a month in parenting-related activities, including home visits, parent discussion groups, and parent-child literacy activities.[1]

To help ensure the quality of the parent education component of your program, give careful consideration to the following:

- Staff members aid parents in affirming, discovering, and expanding their parenting skills.
- Parents expand their knowledge of child development and increase their ability to establish developmentally-appropriate expectations for their children.
- Parents recognize the importance of their role in their child's development of emerging literacy skills.
- Parents recognize their own unique strengths as parents (i.e., patience, humor, energy, responsibility, etc.) while they learn additional parenting skills (i.e., stress management, alternatives to corporal punishment, positive communication techniques, etc.)
- Parents participate in home visits.
- Parents become increasingly aware of their child's interests and abilities and can choose books, toys, and activities that are challenging yet achievable

[1] Guide to Quality Even Start Family Literacy Programs, prepared for Even Start Program U.S. Department of Education by the RMC Research Corporation.

FACT

The substantial relationship between parent involvement for the school and the reading comprehension levels of 4th grade classroom is obvious. Where involvement is low, classroom means average 46 points below the national average, and where involvement is high, classrooms score 28 points above the national average — a gap of 74 points. Even after controlling for the other attributes of communities, schools, principals, classes, and students that might well confound this relationship, the gap is 44 points.

U.S. Department of Education. Reading Literacy in the United States: Findings From the IEA Reading Literacy Study, 1996. An international comparison study of 4th and 9th grade reading in the U.S. and 31 other countries.

Parents engage in developmentally-appropriate pre-literacy activities with their young children, such as:

reading and re-reading favorite stories,
engaging children in conversation,
naming items, and
other activities as they are encountered, providing opportunities for children to draw and print, etc.

What is parenting education?

The parenting component is composed of the parents or caregivers enrolled in a family literacy program with their children. They meet regularly to learn, discuss, and share experiences about personal development topics, career preparation, parenting, and other family issues. The group meetings offer an opportunity for adults to build on their strengths in order to increase their knowledge and improve abilities in non-academic areas. Parents learn new information, ideas, or skills in areas such as health care, child development, nutrition, budgeting, human relations, legal rights, and other important topics. Parents receive encouragement and support as well as referrals to other resources when necessary. Parents also develop a support group composed of other family literacy program participants and staff.

Parenting education can occur during group meetings or individual home visits. Group meetings often occur at regularly scheduled times during the family literacy program day. Individual contacts can occur during the program day or in the evening at the parent/caregivers' home.

Why do we need a parent group?

Parents need a variety of supports to help them deal with the critical issues in their lives. Prior to enrolling in the program they may have felt isolated when dealing with stressful situations. In addition to the information, new ideas, and skills gained through this component, parents sometimes simply need a friendly ear, a supportive hug, and a peer group to brainstorm problem solutions. Parents receive encouragement and support from other adults who empathize because they are coping with similar issues in their own lives.

However, some situations are too complex for the group to handle. When this happens, the group process is a means for identifying needs and making referrals to service providers or agencies who are trained to deal with serious issues. Former students often describe the support of the parent group and the support as reasons for staying in the family literacy program. Obviously, the parent group is a powerful part of the program. [2]

According to data from Even Start Family Literacy program evaluations, parents attend family literacy programs for two reasons: to become a more literate and thus more productive person in society and to become a more effective parent. Family literacy works because parents' self esteem rises as they become successful in "school," on the job, and at home with their children. For adults to reach their potential, they need an average of 20 hours per month of parenting education. This, coupled with the 80 hours a month of adult education, creates an holistic program that moves the family towards self-sufficiency.

How do you start a parenting education component?

Missouri is fortunate to have two established comprehensive parenting education programs, Parents as Teachers and Practical Parenting Partnerships.

Parents as Teachers

Parents as Teachers (PAT) is a home-school-community partnership that supports parents in their role as their child's first and most influential teachers. The Early Childhood Development Act (ECDA) provides funds to public school districts for implementing developmental screenings and parent education. Parent education services are delivered through a combination of small group meetings with parents of similarly aged children and personalized home visits. PAT serves families with children birth to age five and pregnant teens. Participation in screening and parent education is voluntary on the part of parents. All public school districts are required to offer services. Districts may contract for services with other public or private not-for-profit agencies which have programs approved by the Department.

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[2] The Family Literacy Answer Book. Louisville, KY: National Center for Family Literacy.

FAMILY LITERACY IN ACTION

Even Start has been a wonderful inspiration for me. My first personal success was obtaining my GED. Another success . . . is learning to work patiently with my daughter. I now do activities with her I would never have ventured doing before.

Even Start Client

FACT

More schools with poverty concentrations and minority enrollments of 50% or more perceived the following issues to be barriers than schools low on these characteristics:

- Lack of parent education to help with schoolwork.
- Cultural or socioeconomic differences.
- Language differences between parents and staff.
- Parent attitudes about the school.
- Staff attitudes toward parents.
- Concerns about safety in the area after school hours.

NCES. Parent Involvement in Children's Education: Efforts by Public Elementary Schools, January 1998. This report is based on a "Survey on Family and School Partnerships in Public Schools K-8, 1996."

We encourage you to consider the PAT program for parents with children birth to age 5 and for pregnant and parenting teenagers. PAT is a high quality program. Each program is reimbursed for services provided to all participants. PAT considers family literacy participants to have a high need for services. This view guarantees additional reimbursable individual home visits. PAT provides pregnant and parenting teens with additional prenatal contacts and numerous group meetings geared toward adolescent needs. Collaboration and coordination can benefit each program component.

Staffing for the Parents as Teachers program. PAT can be a vital part of your family literacy program in one of two ways.

Rather than hiring and training someone new to provide parenting education with your family literacy parents, work with the school district's PAT coordinator. PAT provides group meetings during the program day and home visits with parents after-hours. PAT staffs become integral players on your team. You can avoid the added cost of providing home services and expand your school district's PAT program budget.

Alternatively, an early childhood person can be hired to teach one of the early childhood classes. In addition to teaching a class she can facilitate group meetings and conduct home visits. The Parents as Teachers National Center provides excellent training and professional development for these Early Childhood educators. PAT-NC trained teachers can design and conduct parenting education classes as required by the Department of Elementary and Secondary Education. Her role is to be a staff member and a parent educator who represents the school district. The school district reimburses the family literacy program for the parent educator's services. This financial reimbursement helps fund the parent educator's salary and instructional supplies.

Consider each of the several possibilities for designing and funding parenting education. Select an option that opens a steady stream of funding, is associated with quality early childhood education, and best matches the learning needs of participating families.

Training and supplies for the Parents as Teachers program. PAT program parent educators are required to be approved by the Department of Education and receive training from the Parents

As Teachers National Center. Training requires several days and continued professional development is expected. Training and professional development are critical to the quality of a family literacy program. Professional development is critical for generating learning outcomes. Instructional supplies should be carefully selected to match instructional methods and enhance learning.

Practical Parenting Partnerships

Practical Parenting Partnerships (PPP) is a K-12 family resource/parent education program offered through the school district to parents, educators and students. PPP is designed to support adults in their roles as educators and nurturers of school-age children. Its goal is to help all children become responsible and confident individuals who can function to the best of their abilities in their personal lives, educational experiences, and within a complex society.The program also offers opportunities for networks between families, schools and the community. Over 100 parents were guests at Missouri's State Literacy Conference in February 2000. Parents attended workshops, shared meals and social events with educators, Department of Elementary and Secondary Education (DESE) administrators, and others. Parents provided policy makers and program planners with valuable feedback regarding their relationship with schools and need for parenting support. They shared opportunities to network and compare school-family experiences with parents from across the state.

We encourage you to establish or work with a school district that currently provides PPP. The PPP format is group meetings for specific developmental issues. PPP also recently added a home-visiting component to their service portfolio.

Staffing and training for the Practical Parenting Partnerships. The PPP program is not as extensively funded as the Parents as Teachers program. PPP Incentive Grants are available from

Emerging literacy begins in infancy as a parent lifts a baby, looks into her eyes, and speaks softly to her. It's hard to believe that this casual, spontaneous activity is leading to the development of language skills. But, this pleasant interaction helps the baby learn about the give and take of conversation and the pleasures of communicating with other people. Young children continue to develop listening and speaking skills as they communicate their needs and desires through sounds and gestures, babble to themselves and others, say their first words, and rapidly add new words to their spoken vocabularies.

On the Road to Reading: How Most Children Learn to Read

Never has our nation been confronted with the task of teaching so much to so many while reaching for new high standards.

U.S. Secretary of Education
Richard W. Riley, 1999

the Department of Elementary and Secondary Education to start, train and/or continue a program. However, to sustain the program, it is the responsibility to the school district or community agency to find additional funding. Training is available from the PPP Center in Jefferson City. See Chapter 10, Resources, for contact information for the Center.

Funding available for Practical Parenting Partnerships. In addition to the Parents As Teachers program and Practical Parenting Partnerships, numerous agencies and organizations can provide parenting education information, contacts, and home visits. Other sources of funding include the Even Start Family Literacy, Title I, Caring Communities, and others from the Department of Elementary and Secondary Education. See Chapter 10, Resources, for contact information for these and other organizations.

7 Parent and Child Together Time

The challenge [of this component of your family literacy program] is to have a positive impact on the whole family by enhancing the relationships between parents and children and the literacy value of interactions. [1]

Quality considerations

Parent and Child Together (PACT) time consists of regularly scheduled opportunities for parents and their children to play and work together. PACT activities assist adults in affirming, discovering, and expanding their parenting skills.

Parental development requires intensive and sustained immersion in authentic learning experiences. To produce substantial improvements in outcomes for children, parents should participate about 20 hours a month in parenting-related activities, including home visits, parent discussion groups, and parent-child literacy activities. [1]

PACT activities:

- enhance parents' awareness of how children learn and specifically how their own child learns best,
- provide parents with materials and techniques to support their children's learning and development in the home,
- educate and encourage parents in their role as advocates in their child's formal educational experiences, and
- provide opportunities for parents to practice new strategies in a supportive environment where teachers model, coach, and encourage learning strategies.

[1] Guide to Quality Even Start Family Literacy Programs, prepared for Even Start Program U.S. Department of Education by the RMC Research Corporation.

FACT

One major obstacle to high-quality day care is the lack of good books in many day care and preschool settings. Literacy enrichment should be a high priority at every family literacy center. The goal is to increase exposure to print and meaningful language among very young children.

National Research Council 1998

What is Parent and Child Together Time?

Parent and Child Together time is a regular part of the daily schedule when parents and children play together in the early childhood classroom. The goals of this component are:

- to aid parents in discovering, affirming, and expanding their strengths as parents and leaders of their families;
- to enhance parents' awareness of how children learn;
- to give parents tools and techniques to support their children's learning in the home;
- to provide an opportunity for parents to practice these new techniques in a supportive environment where teachers can model learning strategies and offer suggestions; and
- to encourage parents and children to have fun together.

PACT time includes a sequence of distinct events:

1. Children plan where they will play with their parents.
2. Children communicate their plans to their parent, and parents prepare by thinking about how they can support and extend their children's play.
3. Staff members lead a literacy-focused circle time with transfer-to-home connections.
4. Parents debrief with staff in the adult education classroom or during parent group meetings.[1]

The following indicators demonstrate a high-quality PACT program component:

Activities are fun and encourage playful involvement of both child and parent.
Parents communicate with and listen to their child rather than instruct.
PACT time is comprised of parent-child related activities, including story-reading and story-telling, and other interactive literacy activities within the center as well as home visits.
PACT activities help parents form reasonable expectations for their child's achievement.

[1] The Family Literacy Answer Book. Louisville, KY: National Center for Family Literacy.

Parent-child activities encourage active manipulation of a variety of objects, engagement of children in problem-solving and thinking, and active involvement in reading stories.
Parents recognize literacy experiences that occur within routine family interactions.
Teacher-parent opportunities to reflect follow at least some parent-child experiences.
Opportunities are present to transfer what has been learned in parenting sessions about child development to the PACT activity.

Do parents and children really need PACT Time?

Shouldn't we be working directly with parents and children separately to strengthen their skills? One of our goals in family literacy is to strengthen parents in their role as the most important teachers of their children. Through participation in Parent and Child Together time, parents come to understand that for better or worse, they do make in the lives of their children. Regular participation and reflection on their observations and activities results in a carry over of strategies, skilis, and interaction patterns to the home stetting, where this new learning impacts the entire family. This kind of strengthening and empowerment is important to the future of families.

Staffing

No additional staffing is required because the parents will be with their children in the children's classroom. Parent educators and adult education teachers can be present during the PACT time to support the early childhood staff. This is a time for staff members to support and model appropriate behaviors for parents and children.

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[1] Ibid.

FAMILY LITERACY IN ACTION

I have seen a big improvement in Ashley in all the developmental areas (after one year in the program, she is now 5 years of age). I believe the Even Start Program has given Ashley and her mother an opportunity to gain information, educational knowledge and services that have built up their self-esteem, and improved their physical, social, and cognitive abilities. This program has given Ashley a head start in life and I believe she is ready to go on to meet new classmates and new teachers.

Crowder College/McDonald School District
Even Start Local Evaluation Report, 1998

Training

All staff members need to be trained in family literacy practices. PACT is the "glue" that pulls and holds the other components together. PACT is an opportunity for parents to be successful as a teacher of their child in a safe and nurturing atmosphere. LIFT–Missouri offers four regional full-day PACT workshops each year. Internet web sites for parents and parent educators provide many suggestions for parent-child activities. Many sites can be accessed through the National Center for Literacy's links. You can enter these sites through lift-missouri.org or nifl.gov.

Conclusion

Planning and implementing a high quality, sustainable family literacy program takes time. Program design and implementation do not happen overnight. Patiently build collaborations within your community, recruit people you know and trust to join your team, expand your circle of influence. A family literacy program evolves gradually through collaborative planning and community commitment. Chapter 10, Resources, provides a guide to agencies and community resources available for your planning sessions and to use during implementation.

The environment or surroundings at home and school should be filled with many experiences in reading and writing. Access to many different kinds of reading and writing materials — library books, magazines, newspapers, others resources, and supportive adults — all make a huge difference in learning to read. Children need to see adults reading so it seems important.

America Reads: Building Literacy Through Community Partnership, 1998

PART THREE

Operation and Evaluation

CHAPTER 8 Establishing a Home Base

9 Program Evaluation

Evaluations

Can you accept evidence that suggests your efforts are not having the desired effect? If you do not want to know that your initiative might be ineffective, then you should not do program evaluation. However, keep in mind that, like confirming results, disconfirming results do not mean the intervention was ineffecticve; such results merely fail to prove the claim of effectiveness.

Character Plus: Evaluation Resource Guide, 1999

8 Establishing a Home Base

The physical set up of a family literacy program is the hub of a myriad of activities ranging from child care to educational technology. The facility has to meet families' needs for several other support services. Most basic issues center on questions about the flexibility of location, hours of operation, and program supervision.

Location, location, location

Successful recruitment of families is directly associated with the convenience, accessibility, and location of the family literacy center. The program must be based in an area where the families and staff feel safe and secure. Other questions about selecting site location and allocating adequate space to support the program design need to be answered. When selecting a program site facility consider:

- What services will be located on site?
- Does your budget afford the lease of or the purchase of property?
- Insurance: what kind of liabilities must be covered?
- Does the space in question require any remodeling? Who will pay for it?
- How close to the early childhood program does the adult education class need to be?
- Are there adequate restroom facilities? Areas large enough for diaper changing stations?
- Is there an area for children to play outside?
- How much space is needed for storage?
- Is there adequate electrical and Internet access for computers?
- What are the annual utilities costs?
- Is the parking adequate?
- Is the program close to a bus stop?
- Is there a large enough space for group meetings or staff meetings?
- How much staff office space is required?
- Will you need a kitchen to prepare food for the families or just the adults?
- If you will be serving children on location, will the space meet licensing requirements?

FACT In a recent survey of Fortune 1,000 executives, 90 percent said that illiteracy is hurting productivity and profitability.

National Institute for Literacy

Transportation

Transportation is key to families' access to the program. Few families served can afford a car to commute to the program and public transportation is not always available. Transportation is a costly service. We are aware of many scenarios describing how family literacy programs arranged and paid for transportation. For example, one school district set up quadrants for special buses with seat belts to transport participating families to the program. The program continues to serve a number of teenage parents. The parents and their children ride the bus together to the program site where the children are dropped off for their daycare and early childhood learning experiences. The teen parents continue on the bus to their high school where they attend classes. After school they are picked up by the bus and ride back to the family literacy program where they meet their children and have PACT time. After a thoroughly busy day, the family goes home on the bus.

One of Missouri's programs worked out a plan for the Head Start preschool van to pick up and drop off the children. A third program located their adult classroom across the street from the Head Start preschool classroom. Parents walk back and forth between their adult learning classes to the preschool and daycare rooms across the street.

Questions about transportation services include:

- Is transportation a barrier to accessing your program for families?
- Do all families have their own transportation?
- Will families have to rely on public transportation?
- Who or how will you pay for public transportation?
- Can the school district provide busses for transporting families to the program?
- How will children get to the different cooperating programs such as Title I preschool, Head Start preschool, before and after school programs?
- How will infants, toddlers and preschoolers be transported safely?
- Can the program afford to purchase a van and transport the families?

Attendance

Be there or lose funding dollars! Regular, daily attendance is essential for achieving participant performance indicators. Simply put, if a program's curriculum is valid and meaningful, the learning outcomes depend on the learning experiences that take place every day in the family literacy program. Motivating families to regularly attend the programs is a major challenge. Without regular attendance families endure greater difficulties as they work toward self-sufficiency and as they work to achieve their goals as family members, workers and citizens. It is

important to assess a parent's motivation for enrolling in the program. It is also important to regularly review with the parent whether the program is indeed helping support efforts toward those goals Learners are nourished with continuous feedback about their effort and progress.

Many family literacy programs motivate attendance with incentives such as tokens or credits awarded for daily participation. The tokens or credits may be exchanged for clothing, toys, diapers, and other items in the program's "store." Other programs award points toward a culminating end-of-the-school-year special event. One program awarded a free trip to Chicago, another sponsored an evening out to a special restaurant. Many programs focus on the group attendance rates and encourage the parents to motivate each other to keep the group rate high. Pragmatism is the hallmark of operations management. One program director summed up the attendance issue by saying, "Bottom line? After Christmas vacation, snow storm or long weekend, when the parents don't show up, we pick up the phone and call, or grab the keys to our cars and head out to pick them up. We make it very clear that 'School's in session and we need you to do our job! And you need us to help you to get a job and be your child's first and best teacher.' "

Hours of operation

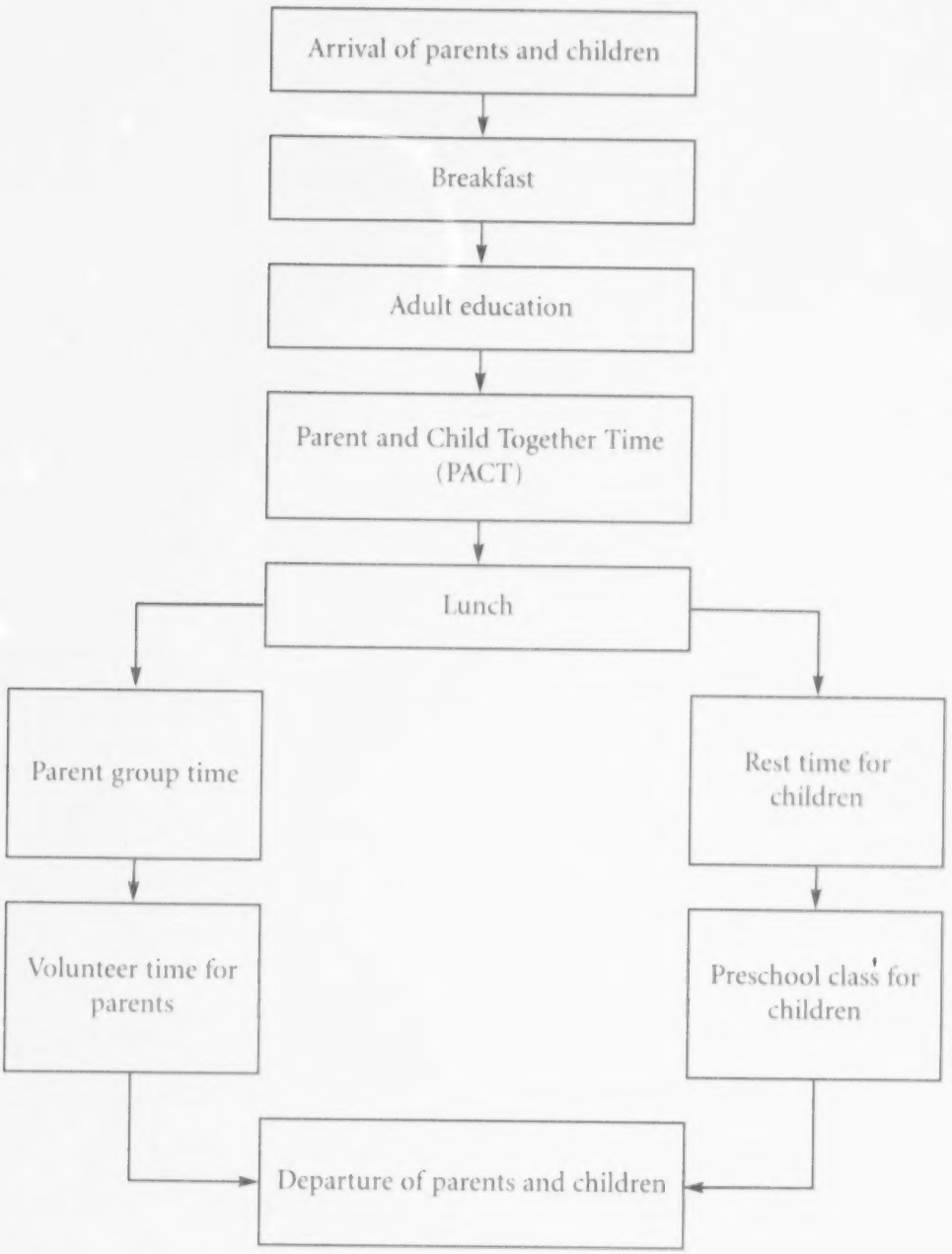
A sample of a typical day in a family literacy program helps develop a better understanding on how many hours per day each program component should be scheduled. The chart on the next page provides a sample of a day in the life of a family literacy program. The research findings of the Even Start Family Literacy Program suggest providing at least 80 hours a month of adult education and a minimum of 20 hours per month of parenting education. The formula of 100 learning hours includes home visits and group meetings.

The Welfare Reform Act changed the context of family literacy programs. Programs adjusted their hours of operation to meet the needs of participants who are required to get a job or volunteer. Soon the law will require adults needing public assistance to work or volunteer 30 to 40 hours per week. Time is the coin of learning, and with welfare reform the investment of public assistance is confined to a 2-year time limit with a 5-year lifetime cap for adult participants. Invite a representative from Social Services to explain the limits, projections, and requirements of economic support programs such as School to Work, Welfare to Work, TANIF and others. Be

One major obstacle to high-quality day care is the lack of good books in many day care and preschool settings. Literacy enrichment should be a high priority at every family literacy center. The goal is to increase exposure to print and meaningful language among very young children.

National Research Council, 1998

A Day in the Life of a Family Literacy Program



FACT

Since 1988, there has been a 58.8 percent increase in adult basic education enrollment across the United States. In the last five years, almost 1.5 million adults have earned a high school credential after enrolling in adult education classes. GED graduates, on average, earn $2,040 more per year than do high school dropouts.

National Institute for Literacy

prepared to offer flexible hours to accommodate part time employment, full time employment, and volunteering. Consider providing services in the evening and on weekends. Flexible program hours require the commitment of staff and adequate space for activities that children and families share. Discuss these possibilities with the planning committee and decide what works best considering local employment opportunities and school schedules.

Food

Once you determine your location and hours of operation, decide if and how food service will be provided. Full component programs require a long day. Breakfast and lunch are nutritional essentials. Meal times are valuable opportunities for parenting lessons and PACT time. Contact the Child and Adult Food Care Program and the School Lunch programs. Serving food is expensive and requires staff that can cook and meet the Department of Health regulations. Explore the possibilities and find out what will work best for your community. Be sure to invite someone from Women Infants and Children (WIC) nutrition program when addressing this concern and integrate WIC services to eligible families directly within your program.

Program coordination

Responsibility for daily program coordination is a major administrative task. Overlapping or cross-training prepares everyone on staff to fill in or substitute during another's absence, but leadership is essential for program success. Typically, in Missouri, one person is hired as the program director/coordinator to supervise the employees, administer the budget, and manage daily activities. The program director can also serve as the adult educator or early childhood person. She is the community liaison, pinnacle "head" representative to local businesses, grant contact, and key administrator. Typically the coordinator serves on other program services boards, represents the program at all school board meetings, attends community events, does presentations for local philanthropic organizations, regularly visits with DESE program directors, represents the program at national conferences and pinch hits when a staff member is absent.

Staff development and technical assistance

LIFT-Missouri. LIFT provides training workshops for adult educators, early childhood educators, and social service professionals. These workshops provide a hands-on approach to exploring ways for parents to enhance young children's development by understanding how the brain develops and influences learning. The workshops also provide a chance to enter a computer lab to learn first-hand how to utilize the Internet for finding quality resources for family literacy and

Access, voice, independent action and a bridge to the future were identified by adults surveyed as the four fundamental purposes for adult learning.

Equipped for the Future,
National Institute for Literacy, 1997

PACT. Examples of the workshops offered by LIFT include Adult Literacy and Learning Disabilities, Brain PACT (Parent and Child Together), HOT Brains (Hands-on Teaching), and PACT Net-sitement!: Family Literacy on the Internet.

As Missouri's Literacy Resource Center, LIFT provides a wide range of technical assistance to local programs and serves 500 people per month with up-to-date literacy information from national, regional, and state sources. These resource include:

- teaching materials,
- student assessment tools,
- current research and statistics,
- program evaluation techniques,
- "best practices" in the literacy field,
- effective teaching strategies,
- early childhood materials,
- model programs, and
- innovative curricula.

National Institute for Literacy: Internet Resources. This site is part of the Midwest Region of NIFL's Literacy Information and Communication System (LINCS). Begun in 1994 with a single national site on the Internet, LINCS now connects every state through regional telecommunication hubs. LINCS also gives stakeholders nationwide the opportunity to communicate about the literacy issues that matter most to them.

With the funding of four regional hubs for LINCS, NIFL has ensured that literacy organizations in every state and territory in the nation can gain the technological capacity to produce and share electronic information for literacy. The Midwest Hub, called the Midwest Adult Literacy Network (M-Net), is coordinated by the Ohio Literacy Resource Center (OLRC), which provides equipment, training, and technical assistance to the other states for the development and use of the individual web sites. Mini-grants have been awarded to local adult literacy programs to conduct technology projects to demonstrate the usage of the information on the Internet. The M-Net is well known for its unique collection of math and family literacy on-line resources.

9 Program Evaluation

Nature and purpose of evaluation

The effectiveness of successful family literacy programs must be demonstrated in order to:

- validate compliance with funding regulations,
- maintain collaborations with community stakeholders,
- identify programmatic strengths and weaknesses,
- identify outcomes and impacts on participants, and,
- continuously strengthen the program through informed decision making.

National studies of family literacy programs have produced mixed results and raised major questions about the validity of family literacy as an economic and educational strategy (Hayes, 1999). Family literacy is a relatively new field that demands clear objective data to inform those responsible for making sound judgments about the educational, social, and economic policies associated with its reform agenda. As with many program initiatives, there are strong supporters and strong opponents of the family literacy agenda. While it is rarely if ever possible to please everyone, it is important for local programs to produce evaluations that link outcomes and impacts with clear and consistent programmatic goals.

Program directors are responsible for managing the four program components in a holistic manner that assures measurable outcomes for adults and children participating in the family literacy program. An evaluation may be considered valid when it is framed with a set of scientific criteria. Validity means that the real target of a program evaluation is the staff of practitioners who are charged with getting the job done — right. In order see how their job reflects high standards, practitioners need continuous feedback about the effectiveness of their work. Learning outcomes achieved by the adults and children in the family literacy program are indicators of an effective staff. Program quality is assured, strengthened, and sustained by obtaining accurate and credible information to support decisions ranging from the intensity and duration of services to

FACT Effective evaluation involves systematic, disciplined inquiry based on collaboration. It is always spiraling toward and documenting change.

J. Levesque

the way the family literacy center is decorated. Programmatic goals are best and most efficiently achieved when a system is developed to make them happen. This system should involve staff and information users as they determine what is essential for providing a quality family literacy program.

One myth about program evaluation is that it is based on a "foreign language" known as "statistics" which renders the process meaningless to the common staff person, participating family, or community partner. While quantitative (numerical) data is a very important component of program evaluation it is important to understand that this form of data can be "translated" into stories about program strengths, staff professional development needs, unmet challenges, resource allocations, and unanticipated impacts. We should heed Albert Einstein's theories concerning relativity and focus on determining what information is needed to plan and deliver a family literacy program in your particular community. As Einstein cautioned regarding the relative nature of data, "Not every thing that counts can be counted and not everything that can be counted, counts."

Key questions associated with program evaluation guide program planning. Evaluation questions may include:

- How does the program director determine which families in the community are in most need of a family literacy program?
- What are the families' long and short term learning goals?
- How does participation in your family literacy program increase the likelihood that children and their families will strengthen their literacy abilities?
- What are the most pressing needs of children labeled "at risk" entering the school district?
- What are the key employment concerns in the immediate community? What learning skills are needed to secure new jobs with local employers?
- What do program components for achieving educational, employment, and family goals "look like" (action plan)?
- How and when will the program operate? Evenings only? Year round?
- What are the essential qualifications for staff members working with adults and children?
- Is all staff required to participate in cross training activities?
- What professional development and technical assistance does the program provide?
- What is the nature of community collaborations to assure program success?
- How will the program continue beyond initial start-up funding?
- What are the benefits to the community?

Collaborative Action Research Evaluation (CARE) Model

Collaborative Action Research Evaluation (CARE) is a model of program evaluation based on action research (Levesque, 1999). CARE is a user-focused model that emphasizes the collaborative interests of the stakeholders. From this perspective, formative evaluation strategies continuously inform project planning and implementation to strengthen the project as an organizational process. Valid evaluation uses qualitative and quantitative assessment tools and strategies to capture the spirit of a program, assess content that is taught, learning achievement, and the diverse nature of the population served.

Action research is a systematic form of inquiry that is usually carried out by a team. The Action Research Team (ART) is charged to better understand the nature of their work, and/or to improve the very nature of that work (i.e., practice), and to improve the situation associated with their work (Carr and Kemis). Collaboration is essential for planning, implementing, and evaluating a family literacy program. From writing the original funding proposal to final dissemination of programmatic results, a family literacy project reflects a vision of optimal achievements by the families served. The mission of family literacy is extended through the decisions and actions that drive the program This means that all components — from learner intake to professional development, from instruction to learning achievement — be lyzed as to how each contributes to optimizing participants' goal achievement. Planners work together to negotiate the meaning of the data collected and use it to construct a coherent explanation of how the program assures continuity and integrity. This vision scaffolds all program components and connects program goals with high expectations for participants' achievements.

While many programs opt for university-based evaluators who are well versed with evaluation design and practices, it is essential that the common sense and moral commitment of the "key players" temper the actual ongoing evaluation process. Many action researchers refer to their key collaborators as a "circle of critical friends." Just as all staff and adult learners are responsible for meeting their program responsibilities, everyone should play a role in the evaluation process.

Action research is frequently associated with social and educational change agendas. The changes associated with improving a particular situation are driven by questions such as "What is the impact of our early childhood program on children's language development after nine months of program participation at age two?" These questions result from a deep thinking process known as reflection. Reflection often occurs when the program planners ponder something that occurs when a situation is not as it should be or could be. For example, what happens when many families in a community live in poverty and the children in these families experience severe problems learning to read? So the question is, how do we use the program to break the cycle? First get parents gainfully employed or begin with a strong adult education and early childhood program?

CARE Phase One: Reflect and Question

During the initial phase of CARE, the evaluation team, or "circle of critical friends" engages in reflection, poses questions, defines program goals, designs program components that act on the goals, prioritizes, and focuses on the intended forces of change. During this time of CARE, the

Now is an opportune time to begin working to make our know-ledge development investments, including evaluation, more useful in the country's efforts to solve its basic problems.

Harvard Family Research Project, 1998.

evaluation team begins to focus on what is happening within the operational system and what occurs as a result of that system. The evaluation team identifies the focus and data needs. They may share and regularly update their evaluation plan as the program evolves. Listed on the following page are several questions and their relevant strategies to guide program planners as they begin to CARE.

CARE Phase Two: Document Change

The outside evaluator is responsible for providing technical expertise and working with the Project Coordinator (and the ART) to ensure a systematic approach to quality improvement. The Project Coordinator and staff members make and compare observations of their work and student behaviors. They collect this and other data in an ongoing manner and use insights to modify and improve the project in a timely way. For example, low attendance figures from particular activities may initially suggest eliminating the activity in favor of another more popular activity. Or, low attendance at a special event could be weighed in light of the favorable response to the activity by the few whom attended it. In such a case, the Project Coordinator could then review and modify recruitment strategies before scheduling similar activities.

Throughout each program year, evaluators collect data to describe the demographic makeup of the project staff, participating parents, participating children, and the community served by the project (age, educational, social, economic background).

Just as programs follow a calendar year, it is important to establish a yearly data baseline to monitor the program and make timely revisions. Evaluators should visit the site each quarter, observe and reflect with the staff about evolving challenges, resolving problems and ensuring high expectations for staff performance and learning outcomes.

Triangulation is a way to plan data collection and increase the probability that anticipated changes will be detected and documented. Like the geometric construct, triangulation, is an assurance that a minimum of three data points are observed to validate change. For example, the effects of PACT time on the literacy interactions between a mother and her child could be observed and documented by 1) timing how long a mother reads aloud from a story book when asked by her child to read, 2) the number of books borrowed from the center's library, and 3) a home visit report from the parent educator describing the home literacy environment.

Questions for CARE Phase One

1. What are the primary goals of your project that are to be evaluated?

   Create a schematic map of the program goals as they relate to the four components of family literacy programs.

   Refer to the Even Start Guide to Quality Standards.

2. Prioritize your goals. What areas require immediate change?

Goal	Priority Level	Change Target

3. What are the participants' immediate needs?

4. What should adults know and be able to do when they complete the program?

5. Identify steps taken to train staff to meet the immediate needs of the participants.

   CARE planning strategies for question 5:

   - Contact the state literacy resource agency (LIFT-Missouri), Early Childhood and Adult Education directors at DESE for NCFL and DESE sponsored professional development activities.
   - Local project directors should register as members of the State International Reading Association and National Association of Educators of Young Children to take advantage of state and national conferences, professional journals , newsletters and web site listservs
   - Register a member of the staff on each of the National Institute for Literacy Listservs (family literacy, learning disabilities, adult literacy, EFF, women and health). Delegate the staff member to monitor the listserv and share pertinent information with other staff members and the families served.
   - Contact local literacy agencies regarding training opportunities.

6. What resources are needed to initiate the program and achieve the priority goals?

   CARE planning strategy for question 6:

   - If resources are not available, revise program goal.

CARE planning strategies for Phase Two:

- Set up a computer data base for cumulative record keeping. Tally data on a monthly basis to inform program planning.
- Begin a portfolio for each family upon program registration.
- Design a comprehensive intake form to address all component (PAT etc.) data points. Transfer data when the family is not present to complete registration.
- Use post-it notes near the data file or on the inside cover of each portfolio notebook to record "quick snips" of pertinent data.
- Adjust data collection strategies as needed. "Poor data is worse than no data."
- Write a formative evaluation report midway through the grant year. Include a summary of initial data collected from focus groups, staff interviews, intake forms, TABE scores, etc.
- Include in the report an analysis of how the data base relates to initial and ongoing questions, federal/state policy, and changing contexts.
- Share the report with the staff. Direct the staff to annotate the report in preparation for a meeting to discuss the report and pose strategies to strengthen the program and/or resolve specific quandaries.

The Missouri Family Literacy Initiative (MOFLI) Consortium is developing a series of Indicators of Program Quality for guiding program self-evaluation. Criteria for each indicator reflect efforts to streamline program evaluation by drawing from existing standards adopted by professional organizations and agencies associated with family literacy. The effort seeks to minimize the data burden associated with program evaluation while targeting information that is critical to local program goals and evaluation questions. Local programs will review and comment on the indicators as part of this statewide effort to assure, enhance, and support high quality programs that help adults meet their goals as parents, workers and community members.

CARE Phase Three: Respond to Change

The next phase of the CARE model is to monitor program implementation. Once the project's goals and objectives are operationally defined, the evaluation moves toward objective program assessment. During this phase the Project Director keeps detailed records of all project activities, attendance, and participants' and staff responses to the activities. Many programs display data and integrate it with adult education lessons and staff planning.

Program response is a good example of critical thinking and problem solving. This reflects a shared effort to draw causal inferences between program activities and participant outcomes. The evaluation team should meet regularly to discuss the data and draw conclusions regarding the Project. One example of critical thinking shared with adult learners involves posting contact hours. At one site the ABE teacher reserved part of the bulletin board to keep a monthly tally of contact hours. She explained to the students that contact hours were critical for funding that keeps the program going. When contact hours decreased she engaged the students in a brainstorming session about how to get everyone to class as often as possible. The students then took action to increase participation and regular attendance.

CARE planning strategies for Phase Three:

- Engage adult and early childhood educators on staff to review formative and final annual evaluation reports.
- Invite the parent learner to regularly review her portfolio. Include questions or schedule an interview to monitor the parent's self-reflection of progress made to personal and project goals.
- Share cumulative data with staff. Compare monthly data with program expectations in light of attendance, retention, learning outcomes, client satisfaction, and resource allocation. Pose case reports for group analysis and cross categorical training.
- Use data to resolve problems, strengthen curriculum, identify training and professional development needs, secure external resources.
- Open staff meetings to include time for brainstorming solutions to particular areas of challenge related to achieving program goals. Document these concerns under "Process Evaluation." Later, document how the issue was or was not resolved.
- Schedule a midyear and final evaluation meeting. Identify a staff recorder to note new strategies for program revision. Highlight short term accomplishments and share these with immediate stakeholders. Accent the positive, address the challenges.

CARE Phase Four: Report Change

After analyzing and synthesizing the program in terms of the process (internal operational system), outcomes (educational, economic, personal, unexpected), and impact (external change in the community), the team is charged with getting the news out to the funders, policy makers and community stakeholders. Findings that support the validity of family literacy are of great interest to local, state, and federal policy makers. When areas are targeted for growth, the program director needs a strong system of support to determine which resources, including technical assistance, are needed to restructure the program component in question. (See Family Literacy in Action vignettes)

There can be multiple forms of a each annual evaluation report. The report should include case studies of families that exemplify key program components. These stories about family literacy personify the program. Case studies often take the form of a personal narrative which details a family's journey from the original crisis that lead them to the family literacy program on through their celebration of personal and educational achievements.

Strategies for CARE Evaluation Report:

- Present a strong case to explain and document in what ways achieving the project's primary goals changed/improved. Performance indicators may include:
  - Adults (Job change, career identification, continued education, GED achievement, literacy level)
  - Children (school readiness, grade level reading achievement, placement in Title 1, and school attendance, standardized achievement scores.
  - Staff (retention, job satisfaction, performance review, and participation in professional development or training outside of the program)
  - Community (new collaborative partners)

Use the final annual evaluation report as a "State of the Family Literacy Program".

- Write an executive summary to highlight program strengths, areas targeted for growth, resource-need projections, and service to the community.
- Include a roster of collaborators with a special note of thanks.
- Send a copy of the report to each collaborating agency (school district -superintendent and principals, Parents as Teachers, ABE, DESE Early Childhood, Title 1 Coordinator, etc.).
- Use data to support fund raising and program institutionalization beyond the grant.
- Send a copy of the report with the budget to your local legislators.

Even Start program end-of-the-year-reporting

The Even Start Family Literacy Program must conduct an independent local evaluation, participate and submit data for the national Even Start Program Information Reporting System (ESPIRS), and complete reporting information for DESE. Training for ESPIRS is conducted annually by the US Department of Education. The following guidelines are direct text from the regulatory agencies.

DESE guidelines for final project reports

A Final Expenditure Report and Project Evaluation Report are due in the Federal Discretionary Grants Section of DESE within 30 days following the project ending date. The project evaluation consists of a review of the goals and objectives of the project along the following lines:

1. Introduction and Need

   Briefly describe the context for your project and activities. Note any changes that occurred during the project period.

2. Plan of Operation and Evaluation

   Address the objectives of your project, providing an evaluation of your success in achieving each one. Any supporting evidence should be summarized here; do not include original evaluative instruments, such as participant rosters (e.g., if you used participant evaluations to judge the effectiveness of a seminar, summarize the findings of the evaluation but do not send in the evaluations themselves). Include also the number of people influenced directly by your project's activities (in seminars, workshops, classes, presentations, conference attendance, and so on). As much as possible, indicate the numbers of students and grade levels indirectly affected. Supporting documentation should be kept on file for a period of three years.

3. Budget

   Summarize your actual budget expenditures with respect to the original request. If you requested a budget amendment, be sure to include a copy of that page here. Do not provide detailed amounts; they appear on the Final Expenditure Report.

PART FOUR

Resources and References

CHAPTER 10 Resources You Can Use

11 References

Stimulation

The environment or surroundings at home and school should be filled with many experiences in reading and writing. Access to many different kinds of reading and writing materials — library books, magazines, newspapers, other resources, and supportive adults — all make a huge difference in learning to read. Children need to see adults reading so it seems important.

America Reads: Building Literacy through Community Partnership, 1998

10 Resources You Can Use

Assistance with program components

Listed below are agencies and programs that can provide information, resources, training, on-site technical assistance, planning, and funding for the one or more of the family literacy program components.

	Adult Literacy Education	Early Childhood Education	Parenting Education	PACT Time
America Reads Challenge U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202 Carol Rasco, Director Phone: 202.401.8888 Fax: 202.401.0596 www.ed.gov/inits/americareads	✓	✓	✓	✓
American Foundation for the Blind 100 Peachtree Street, Suite 620 Atlanta, GA 30303 Frances Mary DiAndrea, Manager National Initiative on Literacy Phone: 404.525.2303 Fax: 404.659.6957 www.afb.org/	✓	✓	✓	
The American Library Association Office for Literacy and Outreach Services 50 East Huron Street Chicago, IL 60611-2795 Phone: 312.280.4294 or 800.545.2433 x 4294 Fax: 312.280.3256 www.ala.org/olos/index.html	✓			

	Adult Literacy Education	Early Childhood Education	Parenting Education	PACT Time
Americorps Early Childhood Technical Assistance Center 301 Maple Avenue West, Suite 602 Vienna, VA 22180 Betty McCloud, Early Childhood Coordinator Phone: 800.616.2242 Fax: 800.716.2242 www.cns.gov/americorps/index.html	✓	✓	✓	
Barbara Bush Foundation for Family Literacy 1112 16th Street NW Suite 340 Washington, DC 20036 Benita Somerfield, Executive Director Phone: 202.955.6183 Fax: 202.955.8084 www.barbarabushfoundation.com	✓	✓	✓	✓
Compensatory Education Programs U.S. Department of Education 400 Maryland Avenue SW Washington, DC 20202 Mary Jean LeTendre, Director Phone: 202.260.0826 Fax: 202.260.7764 www.ed.gov/offices/OESE/CEP	✓	✓	✓	✓
Correctional Education Association 4380 Forbes Boulevard Lanham, MD 20706 Phone: 301.918.1915	✓			

	Adult Literacy Education	Early Childhood Education	Parenting Education	PACT Time
Department of Education 600 Independence Ave., SW Washington, DC 20202 Phone: 202.205.9258 www.ed.gov/offices/OVAE/	✓			
Early Childhood Child Care Programs Missouri Department of Elementary and Secondary Education Early Childhood Education PO Box 480 Jefferson City, MO 65102-0480 Phone: 573.526.6990 www.dese.state.mo.us/divinstr/fedprog/earlychild/		✓		✓
Educare Missouri Department of Social Services P.O. Box 88 Jefferson City, MO 65109 Jenniver Roberts, Eduare Coordinator Phone: 573.751.4431 Fax: 573.526.4837		✓		
Even Start Family Literacy Program U.S. Department of Education 400 Maryland Avenue SW Washington, DC 20202 Patricia McKee, Group Leader Phone: 202.260.0991 Fax: 202.260.7764 www.ed.gov/offices/OESE/CEP/programs.html#prog3	✓	✓	✓	✓

	Adult Literacy Education	Early Childhood Education	Parenting Education	PACT Time
Federal Programs Missouri Department of Elementary and Secondary Education Federal Program Assistance PO Box 480 Jefferson City, MO 65102-0480 Phone: 573.751.9437 www.dese.state.mo.us/divinstr/fedprog/index.html		✓		✓
Head Start Program Administration for Children and Families U.S. Department of Health and Human Services 370 L'Enfant Promenade SW, 5th Floor East Washington, DC 20447 Yvonne Howard, Program Specialist Phone: 202.401.4619 Fax: 202.205.5887 www.acf.dhhs.gov/programs/hsb	✓	✓	✓	✓
Institute for the Study of Adult Literacy The Pennsylvania State University University Park, PA 16802-3202 Phone: 814.863.3777 www.ed.psu.edu/isal/	✓			
Literacy Investment for Tomorrow-Missouri LIFT-Missouri 500 NW Plaza--Suite 601 St. Ann, MO 63074 Barry Freeman, Executive Director Phone: 314.291.4443 www.lift-misosuri.org	✓	✓	✓	✓

	Adult Literacy Education	Early Childhood Education	Parenting Education	PACT Time
Missouri Department of Elementary and Secondary Education Adult Education and Literacy Steve Kaufman, Director P. O. Box 480 Jefferson City, MO 65102 Phone: 573.751.1249 www.dese.state.mo.us/divvoced/adult/index.html	✓			
The National Adult Literacy and Learning Disabilities Center Academy for Educational Development 1875 Connecticut Avenue, NW Washington, DC 20009-1202 Phone: 202.884.8185 or 800.953.2553 Fax: 202.884.8422 E-mail: info@nalldc.aed.org novel.nifl.gov/nalldtop.htm	✓			
National Alliance for Business 1201 New York Avenue NW, Suite 700 Washington, DC 20005 Phone: 202.289.2934 www.nab.com/	✓			
National Center for Family Literacy Waterfront Plaza, Suite 200 325 W. Main Street Louisville, KY 40202-4251 Sharon Darling, President Phone: 502.584.1133 Fax: 502.584.0172 www.famlit.org	✓	✓	✓	✓

	Adult Literacy Education	Early Childhood Education	Parenting Education	PACT Time
National Clearinghouse ESL Literacy Education Center for Applied Linguistics 4646 40th St., NW Washington, DC 20016 Phone: 202.362.0700, ext. 200 E-mail: ncle@cal.org www.cal.org/ncle/	✓			
National Institute for Literacy 1775 I Street, Suite 730 Washington, DC. 20006 Phone: 202.233.2025 Fax: 202.233.2050 Literacy Hotline: 800.228.8813 www.nifl.gov	✓	✓	✓	✓
National Service Resource Center/ETR Associates PO Box 1830 Santa Cruz CA 95061 Susan Hillyard, Program Manager Phone: 800.860.2684 Fax: 831.430.9471 www.etr.org/NSRC	✓	✓	✓	
Office of Bilingual Education and Minority Languages Affairs U.S. Department of Education 400 Maryland Avenue SW Washington, DC 20202 Mahal May, Education Program Specialist Phone: 202.205.8727 Fax: 202.205.8680 www.ed.gov/offices/OBEMLA	✓	✓	✓	

	Adult Literacy Education	Early Childhood Education	Parenting Education	PACT Time
ParentLink 212 Whitten Hall Columbia, MO 65211 Vivan Murphy, Assistant Director, Phone: 573.884.6312 or 800.552.8522 Fax: 573.884.4225 outreach.missouri.edu/parentlink/			✓	✓
Parents as Teachers National Center, Inc. 10176 Corporate Square Drive, Suite 230 St. Louis, MO 63132-2924 Phone: 314.432.4330 Fax: 314.432.8963 www.patnc.org			✓	✓
Practical Parenting Partnerships 2412-C Hyde Park Road Jefferson City, MO 65109 Darlene Robinett, Director Phone: 573.761.7770 Fax: 573.761.7760 www.pppctr.org			✓	✓
Project Construct National Center 27 South 10th Street, Suite 202 Columbia, MO 65211-8010 Phone: 800.335.7262 or 573.882.1610 Fax: 573-884-5580 www.missouri.edu/~pcncwww		✓		✓

	Adult Literacy Education	Early Childhood Education	Parenting Education	PACT Time
School Age Care Programs Missouri Department of Elementary and Secondary Education Community Education PO Box 480 Jefferson City, MO 65102-0480 Phone: 573.526.3961 www.dese.state.mo.us/divvoced/community/index.html		✓		✓
State Directors of Adult Education A list of State Directors and/or Family Literacy State Staff Specialists is available from the Adult Learning & Literacy Clearinghouse. www.ed.gov/offices/OVAE/division.html	✓			
System for Adult Basic Education Support Northern Essex Community College 45 Franklin Street Lawrence, MA 01840 Phone: 978.688.6089 www.sabes.org/	✓			
Teachers of English to Speakers of Other Languages 1600 Cameron Street, Suite 300 Alexandria, VA 22314 Phone: 703.836.0774 E-mail: tesol@tesol.edu www.tesol.edu/index.html	✓			
World Education 44 Farnsworth St. Boston, MA 02210-1211 Phone: 617.482.9485 www.worlded.org/	✓			

Related Web sites

American Psychological Association
www.apa.org/
Describes each APA Division, including the "Child, Youth, and Family Services," "Family Psychology," and "Developmental Psychology" Divisions.

Association for Childhood Education International (ACEI)
www.udel.edu/bateman/acei/
Provides information about the ACEI, the ACEI's two journals and various publications, membership in the ACEI, and conferences and workshops.

The Barbara Bush Foundation for Family Literacy
www.barbarabushfoundation.com/
The mission of the Barbara Bush Foundation for Family Literacy: to establish literacy as a value in every family in America, by helping every family in the nation understand that the home is the child's first school, that the parent is the child's first teacher, and that reading is the child's first subject; and to break the cycle of intergenerational illiteracy, by supporting the development of family literacy programs where parents and children can learn and read together.

Center for Career Developm ent in Early Care and Education
ericps.crc.uiuc.edu/ccdece/ccdece.html
This site presents information and resources concerning professional development in the child care and early childhood education fields.

Center for the Child Care Workforce
www.ccw.org/
This site (formerly known as the National Center for the Early Childhood Work Force) provides updates on public policy and on research; information on the early childhood mentoring alliance and on the Worthy Wage Campaign; and resources related to the early childhood workforce.

Center for the Study of Books in Spanish for Children and Adolescents
public.csusm.edu/campus_centers/csb/
Provides query access to the Center's database and information about its workshops, publications, and special activities.

Children's Defense Fund (CDF)
www.childrensdefense.org/
CDF provides a voice for America's children. The CDF Web site includes information on the Black community Crusade for children; gun control; ways to help children; ordering information for CDF publications; and statistics on the status of children today.

Children's Literature Web Guide
www.acs.ucalgary.ca/~dkbrown/index.html
This site provides links to such resources as children's books online, children's book awards, and movies based on children's books. The site also has lists of resources for teachers, parents, and storytellers.

Early Childhood.com
www.earlychildhood.com/
This site provides information for all who share an interest in improving the education and general life experience of young children. It's a place for getting advice from experts in the early childhood field, expanding your collection of creative projects, and sharing ideas and questions with the early childhood community.

Early Childhood Educators and Family Web Corner
users.sgi.net/~cokids/
This site includes articles and links on the following topics: 1) Education in America; 2) Health and Nutrition; 3) Parenting; 4) Consumer Information; 5) Safety; 6) Special Education; 7) Social Issues; and, 8) Advocacy.

Early Childhood Research Institute on Inclusion
www.fpg.unc.edu/~ecrii/
The Early Childhood Research Institute on Inclusion (ECRII) is a five-year national research project funded by the Office of Special Education Programs, U.S. Department of Education, to study the inclusion of preschool children with disabilities in typical preschool, day care and community settings. The site includes general information on inclusion; information on ECRII research projects, publications and presentations; and a page of resources and links.

Even Start Family Literacy
www.evenstart.org/index.html
Welcome to the Even Start Family Literacy Home Page, A Holistic Approach to Family Literacy. Sponsored by the National Even Start Association.

Future of Children
www.futureofchildren.org/
The Future of Children is a journal summarizing research and policy issues related to the well being of children. The Web site contains the full text of articles.

Harvard Family Research Project
gseweb.harvard.edu/~hfrp/index.html
This site contains information about the Project, several publications, and special on-line research releases.

High/Scope Educational Research Foundation
www.highscope.org/
High/Scope Educational Research Foundation is an independent nonprofit research, development, training and public advocacy organization with headquarters in Ypsilanti, Michigan. High/Scope's mission is to improve the life chances of children and youth by promoting high quality educational programs. The site features information about High/Scope's programs, curriculum approaches, research, services, training, publications, and upcoming events and conferences.

I Am Your Child
www.iamyourchild.org/
This site contains information about early childhood development and resources for parents and caregivers, including information on the first three years of a child's life, brain research, parent questions, lists of books and other resources, and advice from experts.

Incredible Art Department
www.artswire.org/kenroar/
This site includes art activities that can be used with children, galleries of children's art, and a newsletter devoted to art news.

Instructor Magazine
teacher.scholastic.com/products/instructor.htm
Includes strategies for integrating the curriculum, professional development, and ready to use units for specific grade levels including K-1; text of selected articles

International Food Information Council Foundation
ificinfo.health.org/
This site features a wide array of information for parents and educators, lessons for teaching healthy eating, and study reports on any links between food and hyperactivity.

Keeping Kids Reading
www.tiac.net/users/maryl/
This site provides short articles on reading to children and on motivating children to read, and links to other sites containing information about children's books and reading.

Laubach Literacy
www.laubach.org/
Founded in 1955 by literacy pioneer Frank C. Laubach, Laubach Literacy is a nonprofit educational corporation dedicated to helping adults of all ages improve their lives and their communities by learning reading, writing, math, and problem-solving skills. Laubach sponsors more than a thousand literacy programs throughout the United States and 68 partner programs in 34 countries in Africa, Asia, Latin America, and the Caribbean.

Literacy Online
litserver.literacy.upenn.edu/ncal/index.html
The mission of the National Center on Adult Literacy (NCAL) is to improve understanding of adult learners and their learning, foster innovation, and increase effectiveness in adult basic education and literacy work, and expand access to information and build capacity for adult literacy service provision.

Literacy Volunteers of America, Inc.
www.literacyvolunteers.org/home/
Literacy Volunteers of America, Inc. (LVA) is a national, not-for-profit educational organization, operated by professionals, which delivers tutoring services through a network of more than 50,000 volunteers nationwide.

MCH-NetLink Project at the Institute for Child Health Policy
www.ichp.edu/
Supports the exchange of information about programs and policies related to maternal and child health.

Media Literacy Online Project
interact.uoregon.edu/MediaLit/HomePage
Contains resources about media literacy such as a listing of professional organizations focusing on media topics, a directory of media education professionals, announcements of conferences and workshops, bibliographies of materials valuable, and pointers to other Internet resources for media literacy.

National Association for the Education of Young Children
www.naeyc.org/default.htm
Provides information on: the content of the NAEYC's journal, Young Children; books and videos for practitioners and parents; the NAEYC annual conference; the annual Week of the Young Child; the National Institute for Early Childhood Professional Development; and policies to stimulate effective advocacy on behalf of young children.

National Center for Early Development and Learning
www.fpg.unc.edu/NCEDL/
NCEDL's mission is to identify and study issues of national significance to young children and their families and to disseminate that information to researchers, practicing professionals and families. This site contains products, research, press releases, newsletters, and other resources pertaining to the goals and mission of the organization.

National Center for Family Literacy
www.famlit.org/
The National Center for Family Literacy is a nonprofit educational organization with 501(c)(3) status headquartered in Louisville, Kentucky. It was founded in 1989 through a grant from the William R. Kenan, Jr. Charitable Trust and has as its mission the advancement and support of family literacy services for millions of families across the United States through programming, training, research, advocacy, and dissemination of information about family literacy.

National Center for the Study of Adult Learning and Literacy (NCSALL)
gseweb.harvard.edu/~ncsall/
The goal of the National Center for the Study of Adult Learning and Literacy (NCSALL) is to conduct the research, development, evaluation, and dissemination needed to build effective, cost-efficient adult learning and literacy programs. The theme that unifies the research and dissemination strategies of NCSALL's five-year effort is improvement of the quality of practice in educational programs that serve adult learners.

National Child Care Information Center (NCCIC)
nccic.org/
The NCCIC site contains bimonthly newsletters, listings of child care organizations, descriptions of projects related to child care, announcements of conferences, information on finding child care, publications, and links to other child care resources.

National Child Rights Alliance
linux.hartford.edu/~jerry/ncra.html
Features full-text documents on preventing child abuse.

National Coalition for Campus Children's Centers (NCCCC)
ericps.crc.uiuc.edu/n4c/n4chome.html
The NCCCC site contains a newsletter, information on a Listserv discussion list, job announcements, and links to other child care resources.

National Institute for Literacy
novel.nifl.gov
NIFL was created as a part of the 1991 Literacy Act by a bipartisan congressional coalition to be the hub of national literacy efforts. By serving as a resource for the literacy community, the Institute assists in addressing urgent national priorities — upgrading the workforce, reducing welfare dependency, raising the standard of living, and creating safer communities.

National Institute on Early Childhood Development and Education
www.ed.gov/offices/OERI/ECI/index.html
Contains information about OERI-sponsored National Educational Research and Development Centers in general and the Research Center at the University of North Carolina in particular; the Early Childhood Research Working Group; and competitive grants awarded by ECI.

National Institute on Out-of-School Time
www.wellesley.edu/WCW/CRW/SAC/
Formerly the School-Age Child Care Project (SACC Project), this site includes a collection of resources on school-age child care provided by the Center for Research on Women at Wellesley College.

National Network for Child Care
www.nncc.org/
The "Taking Care of Kids" portion of this Web site contains several articles with information on the following topic areas: Child Abuse, Child Development, Curriculum, Disability, Diversity, Guidance and Discipline, Health and Safety, Nutrition, Parent Involvement, and School-Age Care. Each category contains detailed information of interest to parents and child care providers and educators.

National Parent Information Network (NPIN)
npin.org/
NPIN provides information and resources for parents and those who work with parents on topics such as raising children, parent education programs, and the involvement of parents in their children's education.

Parent Teacher Association (PTA)
www.pta.org/index.stm
This site includes descriptions of PTA publications arranged by subject headings; PTA Issues and Initiatives; a PTA Calendar of Events; and links to local and state PTA Organizations.

Parents, Educators, and Publishers (PEP)
www.microweb.com/pepsite/
This Web site includes a directory of educational software publishers, hints on shopping for computer hardware and software for children, and excerpts from the Children's Software Revue newsletter.

Parents Helping Parents
www.php.com/
Provides links to many sites containing information on special education, child support in California, services for children under social security, and fun and educational activities for parents and children together.

Resilience Net
resilnet.uiuc.edu/
Resilience Net provides information and resources related to the resilience of children and families in the face of adversities.

Schools and Libraries Corporation
www.slcfund.org/
An entity created by the Federal Communications Commission to process applications from schools and libraries for discounted rates for telecommunications services.

SuperKids Educational Software Review
www.superkids.com/
This site provides reviews of children's software by parents, teachers, and children; and buyers guides with comparative prices.

Teachers Helping Teachers
www.pacificnet.net/~mandel/
This site is by teachers for teachers, to provide teaching tips to inexperienced teachers, to provide ideas that can be used immediately in the classroom, and to provide new methodology ideas for all teachers.

U.S. Department of Education
www.ed.gov/
This web site provides a wide range of information of interest to early childhood educators and many links that make it a central site in finding and using education-related information on the Internet. See the Federal Government links page (ericps.ed.uiuc.edu/eece/fedlink.html) for offices and specific resources in the Department of Education.

U.S. Department of Health and Human Services
www.os.dhhs.gov/
This site is useful in identifying programs, grant recipients, and organizations funded by DHHS, this site provides links to many other places on the Web, as well as to DHHS staff. Includes consumer information and policy information on programs run by DHHS. See the Federal Government links page (ericps.ed.uiuc.edu/eece/fedlink.html) for offices and specific resources in DHHS.

ZERO TO THREE: National Center for Infants, Toddlers, and Families
www.zerotothree.org/
ZERO TO THREE fosters a network of people around the country whom are concerned about the needs of infants, toddlers, and families. It also functions as an Early Head Start National Resource Center and develops and conducts training for the birth to 3 programs that are part of Head Start. The ZERO TO THREE sites describes issues and programs and provides resources, suggestions, and a contact list.

Missouri organizations

Department of Elementary and Secondary Education
www.dese.state.mo.us/

- Federal Programs, which include Title I, Even Start Family Literacy, Reading Excellence Act, and Comprehensive School Reform Act;
- Early Childhood program, which includes Parents as Teachers, Early Childhood Child Care, and Missouri Preschool Project;
- Special Education, which includes Early Childhood Special Education and First Steps;
- Adult Education, which includes adult basic education and family literacy; and/or Community Education, which includes School Age Child Care;
- Caring Communities. The task of the school, home, and community is to prepare children to be educated, responsible, and productive members of society who are well equipped to meet the demands of the 21st century.
- Employment Training Section: The Employment Training Section coordinates education services under the federal Job Training Partnership Act (JTPA), the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (welfare reform legislation) and the National and Community Service Trust Act. Education services include enrolling eligible participants into training, supervising and monitoring education-based programs, promoting service-learning and career assessment.
- Missouri Learn and Serve America: Service-Learning in K-12 Schools: Learn and Serve America is one of the national service programs created by the National and Community Service Trust Act, passed by Congress in 1993. Learn and Serve America is about young people learning in their local schools, serving their communities and, together, changing their communities for the better.

Head Start-State Collaboration Office
Johnetta Morrison Ed.D.
Department of Human Development and Family Studies
University of Missouri-Columbia
316 Gentry
Columbia, MO 65211
Phone: 573.882.6829
Fax: 573.884.5550
E-mail: morrisonj@missouri.edu

Literacy Investment for Tomorrow–Missouri
www.lift-missouri.org
LIFT develops and promotes resources to increase the literacy skills of Missourians so all individuals can reach their personal and economic potential.

Missouri 4-H
outreach.missouri.edu/mo4h/current.htm
Missouri 4-H leads the nation in promoting and providing high quality care for school-age children. Missouri 4-H Adventure Clubs operate in community settings to provide before-school, after-school, kindergarten, and summer educational programs. 4-H Adventure clubs teach life skills, provide hands-on learning, and enrich the school curriculum.

Missouri Department of Corrections
Offender Rehabilitation Services–Adult Education
www.corrections.state.mo.us/division/rehab/edu.htm
A basic education is an integral part of the rehabilitation process. In order to prepare inmates for successful reintegration to society and to reduce recidivism, all offenders are required to participate in Adult Basic Education and General Education Diploma classes to improve their basic skills and acquire a GED while confined. The mandatory educational program ensures that inmates will be constructive while confined and productive when released.

Missouri Department of Economic Development
Division of Workforce Development
www.ecodev.state.mo.us/wfd/default.html
Job Corps Training Opportunities. Job Corps is a federally funded residential education and vocational training program for 16- through 24-year-old disadvantaged youths. The student is enrolled in GED courses or high school credit courses and in vocational courses which include construction trades, clerical, health culinary arts, mechanics (advanced training offered by the United Auto Workers Union at the Clearfield, Utah Center), and transportation occupations (offered by the Transportation, Communications International Union at two centers in Missouri).

Missouri Department of Health
Bureau of Child Care Safety and Licensure
www.health.state.mo.us/LicensingAndCertification/Dcm4.html
The purpose of this document is to provide basic information on the requirements for operating child care facilities in Missouri.

Missouri Department of Health
Community Health Assistance Resource Team
www.health.state.mo.us/CHART/index.html
Recognizing this challenge, the Missouri Department of Health has partnered with statewide health and community-related agencies to provide valuable resources and expert technical assistance that enable communities to assess and improve their community's health. The Community Health Assistance Resource Team (CHART) staff have developed a process for lead-

ing communities through this difficult task, and communities across the state are actively involved in projects to assess and improve their communities' health.

Missouri Department of Health
Data and Statistical Reports
www.health.state.mo.us/GLRequest/profile.html
The Health Department section for communities to gather data and statistical information.

Missouri Department of Mental Health
www.modmh.state.mo.us/modmh.htm
The Department of Mental Health is dedicated to combating the stigma associated with mental illness, developmental disabilities, and substance addiction.

Missouri Department of Social Services
Early Childhood Initiatives
www.dss.state.mo.us/dfs/early/index.htm
In 1998, Missouri House Bill 1519 established the Early Childhood Development, Education, and Care Fund from a percentage of riverboat gaming fees. This piece of legislation set aside funding to increase capacity of, and access to, quality early childhood programs for all Missouri families via a combination of grant programs, certificates for families, and an increase in state child care subsidies for child care programs accredited by a recognized accrediting organization.

Missouri Department of Social Services
Division of Family Services
Employment & Training Programs
www.dss.state.mo.us/dfs/casem.htm
Case Management provides education, skill training, and employment assistance to individuals receiving Temporary Assistance grants to prepare them for employment, which would lead to self-sufficiency. The self-sufficiency case manager and participant complete an educational and vocational assessment of the individual skills, prior work experience, and employability to develop employment goals and identify barriers to achieving these goals. The individual is referred to an education, training, or job search activity consistent with the individual's employment goals.

Missouri Department of Social Services
Division of Family Services
Income Maintenance & Self-Sufficiency Programs
www.dss.state.mo.us/dfs/ccs.htm
Child care services provide reimbursement to parents or direct payment to eligible child care providers. The purpose of the program is to assist families with child care expenses to allow the parents to work or to attend school or training programs.

Missouri Department of Social Services
Division of Family Services
Income Maintenance & Self-Sufficiency Programs
www.dss.state.mo.us/dfs/djp.htm
Direct job placement helps meet work force needs due to labor market shortages. Employers experiencing labor market shortages fill vacancies with recipients of Temporary Assistance. Through direct job placement, recipients with work history and applicable occupation skills will be referred directly to the employer for potential employment. Through a screening process, a recipient's skills are matched with the employer's needs. Child care services are provided to participating families to strengthen the individual's chance of program success. Direct job placement transitions clients quickly away from dependency to self-sufficiency.

Missouri Department of Social Services
Welfare Initiatives
www.dss.state.mo.us/wreform/init.htm
In 1993, Missouri launched its Beyond Welfare initiative. This initiative includes many programs aimed at preventing, reducing and ending dependency.

Missouri Information for Community Assessment
www.health.state.mo.us/MICA/nojava.html
The Health Department section for communities to gather data and statistical information.

Missouri Resource Guide for Community Assessment
www.health.state.mo.us/CHART/ResourceDataIndex.html
This guide is a resource tool for agencies and communities conducting community health assessment. The guide includes websites, documents and/or entities to assist in locating county-specific information.

National Parents as Teachers Center, Inc.
www.patnc.org
Parents as Teachers is an internationally-respected family education and support program for parents with children from birth through age 5. The program is for all families. Through Parents as Teachers, parents acquire the skills to help make the most of these crucial early-learning years. The program covers child development; suggests activities that encourage language development, intellectual growth, social and motor skills; and strengthens the parent-child relationship.

ParentLink
outreach.missouri.edu/parentlink
Our mission is to help Missouri's parents to provide safe, healthy and nurturing environments for their children. The ParentLink Connection Center offers a 1-800 parenting information line, leading library and database of programs available to serve children, youth and families.

Practical Parenting Partnerships
www.pppctr.org
Practical Parenting Partnerships (PPP) is a K-12 family resource and parent education program offered through the school district to parents, educators and students. The program is designed to support adults in their roles as educators and nurturers of school-age children. Its goal is to help all children become responsible and confident individuals who can function to the best of their abilities in their personal lives, in their educational experiences, and within a complex society. The program also offers opportunities for networks between families, schools and the community.

Foundations

The AT&T Foundation
www.att.com/foundation/
The AT&T Foundation seeks to educate, enrich, engage, and empower the communities served by AT&T.

Greater Kansas City Community Foundation
www.gkccf.org/
The Greater Kansas City Community Foundation is a family of charitable funds invested for the community's future and a source of grants for key community projects. It exists to bring together citizens who care deeply about their community and who believe, as we do, that individuals can act locally to improve quality of life.

SAFECO Corporation
www.safeco.com/about/corporate/relations.asp
We fund programs that provide individuals and families with support during difficult or crucial transitions. These programs are to increase literacy; provide services to families in transition or crisis; support employee involvement through SAFECO's matching gift programs, Your Time Plus and Your Gift Plus, and through United Way.

The United Parcel Service (UPS)
www.community.ups.com/
Whether it's supplying disadvantaged youth with quality sports equipment through the UPS Olympic Sports Legacy Program or teaching thousands of parents job skills through our Family and Workplace Literacy Initiative, UPS is committed to investing in the communities where our employees and customers live and work. At our 1,200 locations across the country, more than 30,000 UPS employees give their time and talents to Partners and Friends & Neighbors who keep the fabric of communities strong.

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